AGENDA OF THE DEVELOPMENT COMMITTEE OF THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

A G E N D A

DEVELOPMENT COMMITTEE

1987 10 07

GENERAL

NEW BUSINESS:

1. Role of the Development Committee - attached pages 1 & 2

ELEMENTARY/SECONDARY

NEW BUSINESS:

Development Committee

Membership: six trustees including elected chair and F.L.E.C. member
Chair, Board (ex officio)

Monthly Meeting: first Thursday - 6:15 p.m.

Responsibilities:

1/ Support, facilitate and encourage creative, new development in the organization including new technology and projects

2/ Supervise all aspects of new development projects including finiancial management, implementation and evaluation of curriculum and special services and modification of buildings

3/ Research, develop and plan , new initiatives (MOE or local) in an integrated way within a broad context that includes both program and financial considerations

4/ Encourage regular evaluation in order to stop, start and continue programs.

Examples:

- Planning for a school for the Arts, introduction on a pilot basis of a new technology, a different organizational approach for a secondary school (Westmount 1990).

Development Committee

1. The Development Committee shall be composed of seven members including the Chairman of the Board, one member of the French-language Education Council and five other members of the Board.

2. The Committee shall meet at 18:15 hours on the first Thursday of each month.

3. The Committee shall have responsibility, subject always to approval of the Board, for supporting, facilitating and encouraging creative new development in the organization.

4. Without limiting the generality of the foregoing, the Committee's responsibility shall include:

   (a) proposals for new technology in the classroom;

   (b) development of new curriculum;

   (c) consideration and reporting on such matters as may be referred to it by the Board.

5. The Committee may invite representatives from the Teacher Federations and Home and School Council to participate as resource persons, at the discretion of the Chairman, in the deliberations of the Committee.

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A G E N D A

DEVELOPMENT COMMITTEE

1987 12 03

Confirmation of the minutes of the last meeting.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Student Life Coordinator - Referred to Officials for Further Clarification 1987 11 05 - attached **Pages 1 to 4**

NEW BUSINESS:

1. The Future of Child Care - The Boards of Education Role - attached **Pages 5 to 28**

ELEMENTARY/SECONDARY

NEW BUSINESS:

Required qualifications and job descriptions for this position are outlined in **APPENDIX A** and **APPENDIX B**.

FINANCIAL IMPLICATIONS:

	1988 Sept - Dec	Annual Cost
Salary & Employee Benefits	$6,000.	$16,000.

To meet the ever increasing and diversified needs of our student population, the following recommendations are being put forth for the position of Student Life Coordinator.

RECOMMENDATIONS:

1. **THAT FOR THE 1988-89 SCHOOL YEAR A FULL TIME STUDENT LIFE COORDINATOR BE HIRED ON A TEN MONTH CONTRACT AND BE ASSIGNED HALF TIME TO A COMPOSITE SCHOOL AND HALF TIME TO ITS FEEDER MIDDLE SCHOOLS.**

2. **THAT THE EVALUATION OF THE PROGRAM BE UNDERTAKEN DURING THE INITIAL YEAR WITH A FOLLOW UP REPORT TO THE BOARD, NO LATER THAN MAY, 1989.**

Prepared by: D. Calder, Physical & Health Education Supervisor
C. G. W. McKague, Superintendent of Curriculum & Special Services
E. Hodgins, Administrative Assistant to the Business Adminstrator/Treasurer

Submitted by: C. G. W. McKague, Superintendent of Curriculum & Special Services

Approved by: A. J. Krever, Director of Education

/md

WE CARE ABOUT KIDS
all year - every year

November 13, 1987

Mr. C. G. W. McKague, Superintendent
of Curriculum & Special Services
Board of Education for the City of Hamilton
Main Street West
Hamilton, Ontario
L8N 3L1

Dear Mr. McKague:

It has come to the attention of the Hamilton Branch of the Association for Early Childhood Education, Ontario, that the Hamilton Board of Education is exploring it's role with relation to providing child care in the schools. We would therefore, like to take this opportunity to express our opinions and concerns on this very important issue.

We are very pleased with the government's recent statements concerning the increased support for school-age daycare and the initiative to include child care space in all new schools. We see the school as a natural focus for the development of co-ordinated community services required by families. The need for accessible daycare for all children and in particular school-age children, continues to be a major concern for many families. Steps to solve this problem in a comprehensive, co-ordinated fashion are to be applauded. It would appear that the Ministries of Education and Community and Social Services are taking steps in this direction.

There are a number of points which our organization would like to comment on with respect to child care in schools.

1. We strongly endorse the concept of the school as a community focus for child care related activities and programmes.

2. We believe that any child care programs taking place in the schools, should be under the auspice of a community/parent board of directors. This is important in terms of preserving and enhancing the parental and community involvement in child care programs which has to date, strengthened and added diversity to what is presently available.

   The school is seen as a critical partner in the program, providing space, services in kind, resources and encouragement of the important link between the school and the child care program. Ideally the principal would be a member of the child care program's board of directors.

3. We believe school-age child care programs should be licensed under the Day Nurseries Act, 1980.

4. We believe that creative approaches to service provision must be generated when considering how best to serve the community and utilize the available space in schools. Solutions should reflect each individual community's need such that school-age programs, preschool programs, private home day care programs and family resource centre programs are all seen as possible services either alone or in combination. The feasibility of a comprehensive service model should not be overlooked.

5. It appears that programs designed strictly for school-age children (i.e. before and after school) often does not attract high quality, appropriately trained staff because of the hours and split shift nature of the job. By using the allocated space in schools to provide a more comprehensive child care program (for example, a combination of school-age care, and private home day care for younger siblings) early childhood educators could fashion out varied and interesting full-time jobs and provide the necessary expertise to provide appropriate programming and supervision to the school-age population.

6. Finally we wish to express our strong concern that programs for school-age children be of high quality and sensitive to the special needs of this age-group. While programs may have a recreational focus, it must be recognized that a broader developmental approach is required to ensure that all children are receiving appropriate and individualized care, which meet their many needs. Appropriate safety precautions, attendance and emergency procedures must also be in place to ensure the well-being of all children.

In closing, we again stress our support for the involvement of schools, in partnership with the daycare community and parents, in the attempt to solve a very real societal concern, in a co-ordinated and sensitive fashion.

If our organization can be of any assistance to you, please contact us.

Sincerely,

Linda Marshall E.C.E.C.

Linda Marshall
President
A.E.C.E.,O., Hamilton Branch

/vm

A G E N D A

DEVELOPMENT COMMITTEE

1988 04 07

Confirmation of the minutes of the last meeting.

GENERAL

NEW BUSINESS:

1. Strategic Planning.

2. The Radwanski Report: Ontario Study of the Relevance of Education and the Issue of Dropouts - attached - "red book"
   - Executive Summary **pages 1 to 18**

1988 04 06

To The Chairman & Members
The Development Committee
Hamilton Board of Education

Ladies & Gentlemen:

RE: THE ONTARIO STUDY OF THE RELEVANCE OF EDUCATION AND THE ISSUE OF DROPOUTS -- G. Radwanski

On February 15, 1988 school boards received copies of The Radwanski Report, as it is commonly called. George Radwanski, former editor of The Toronto Star was commissioned by the Premier of Ontario to examine "The Relevance of Education and Issue of Dropouts".

A summary of the report is attached for your information; included also is a list of Mr. Radwanski's recommendations, a rationale for each and some implications for this board should they be implemented.

The board may wish to respond; it may wish to receive this report for information or to choose other avenues of action.

The report has certainly created much food for thought and must not be dismissed lightly by those responsible for education in this province.

Prepared & Submitted by: C. G. W. McKague,
Superintendent of Curriculum & Special Services

Approved by: A. J. Krever, Director of Education

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ONTARIO STUDY OF THE RELEVANCE OF EDUCATION, AND THE ISSUE OF DROPOUTS

BY G. RADWANSKI

EXECUTIVE SUMMARY - C. MCKAGUE

THE MANDATE

To identify and recommend ways of ensuring that Ontario's system of education is, and is perceived to be, fully relevant to the needs of young people, and to the realities of the labour market they are preparing to enter, with particular emphasis on the issue of high school dropouts.

ABOUT THE AUTHORS

A former editor with the Toronto Star, George Radwanski has previously authored a study of the service sector for the Ontario Government. He acknowledges his own deficiencies in the educational field; he draws heavily on current literature and interviews with leading educational experts. A research director and secondary principal were seconded to the project.

HIGHLIGHTS OF THE REPORT:

* **That Ontario schools place more emphasis on students acquiring demonstrable skills and knowledge;**

* **That standardized provincial tests be used to assess student learning in all core subject areas;**

* **That the secondary school curriculum consist primarily of mandatory courses and that "streaming" be abandoned;**

* **That more help and mentoring be provided to students on an individual basis;**

* **That the present school leaving age of sixteen be retained;**

* **That every Ontario school board provide early childhood education from the age of three years.**

WHAT ARE MINISTRY EXPECTATIONS RE THE REPORT?

The Ministry of Education will distribute copies of the report to all school boards, and to parent groups, universities, colleges and labour and professional organizations.

The ministry invites written comment on the report addressed to:

Deputy Minister of Education,
22nd floor, Mowat Block
900 Bay Street
Queen's Park
Toronto, Ontario
M7A 1L2

Submissions should be delivered by June 30, 1988.

I. INTRODUCTION:

* The aims and objectives of Ontario Education need overhaul.

* The system is "running on empty" in terms of educational philosophy; we have been using a band-aid approach.

* A long range plan for renewal and strengthening of Ontario education is needed.

* More and more Ontario's economic growth is cited as dependent on the education of its people.

* The workforce needs more sophisticated skills; no longer is it possible to dropout, start at the bottom with few skills in the workplace and work one's way to the top.

Thus, there are not different relevant elementary and secondary educations, depending on an individual child's aptitudes, interests or presumed career potential or intentions.

There is, rather, only one kind of meaningful general education that is relevant to the needs of society and of the economy, and hence to the well-being of the young people who must participate in both. Our challenge is to define the necessary content of that education and to bring it into effect for all.

RATIONALE FOR **RECOMMENDATIONS**	*RECOMMENDATIONS*	*IMPLICATIONS*
1. The 13 Ontario goals of education are too vague. Child centred education is fine in theory, but difficult to put into practice.	***RECOMMENDATION #1:*** That the philosophic emphasis be changed from <u>process</u> to <u>outcomes</u> and that the objectives be defined in terms of demonstrable outcomes in knowledge and skill acquisition.	1. There is little reference to the <u>affect</u> (attitude) development which is emphasized in OS:IS and the new guidelines. Will this direction erode the "self-directed" emphasis of recent educational practice? The recommendation ignores research and practices which emphasize individualization and learning styles?
2. "The idea that the school must undertake to meet every need that some other agency is failing to meet, regardless of the suitability of the classroom to the task, is a preposterous delusion that in the end can wreck the educational system." (Arthur Bestor)	***RECOMMENDATION #2:*** That school essentials be: * English - reading, writing, listening, speaking * learning to think, learning to learn * mathematics - caution reliance on calculators * literature * sciences/technology - study of technology be added to the science program * history * geography * citizenship * work in society * French (all grades) * arts - music, drama, dance, paintings, and sculpture * fitness and health	2. Where is the place of Family Studies, Business Education, Computer Studies?

RATIONALE FOR **RECOMMENDATIONS**	*RECOMMENDATIONS*	*IMPLICATIONS*
3. The reverse of past decades needs to happen. Formerly the Ministry recommended techniques and left content to the local boards.	***RECOMMENDATION #3:*** That the Ministry prescribe content; local boards, the methodology.	3. New guidelines are more content oriented and now are providing a balance of content and methodology.
4. It will take 12 years to acquire the essentials of Recommendation #2.	***RECOMMENDATION #4:*** That all students should stay in school until graduation.	4. There is no reference at all to SALEP or to a Certificate of Education. How do we implement this recommendation?
5. There is a need to strive for excellence and relevance in all learning.	***RECOMMENDATION #5:*** That high quality educational outcomes and student retention be seen as parallel, not competing objectives.	5. Excellent in theory; difficult to implement if streaming is to be abandoned.
6. A dropout is defined as anyone leaving before successfully completing Grade 12. The dropout rate in Ontario is between 31 & 33%. - students of lower economic status families tend to drop out in greater numbers - students in two parent family situations tend to drop out in smaller numbers - students drop out of general and basic streams in greater numbers than the advanced stream - more students achieving poorly	***RECOMMENDATION #6:*** That the Ministry proceed with prevention initiatives to deal with the fundamental deficiencies with our present educational system.	6. This recommendation is aimed at local jurisdictions as well as the Ministry. These initiatives will demand additional staff and resources.

RATIONALE FOR **RECOMMENDATIONS**	*RECOMMENDATIONS*	*IMPLICATIONS*
drop out more often than high achievers - students who do part-time work more than 15 hr./week are more vulnerable to drop out. - native born Canadian students and recent immigrant students drop out in greater numbers. - psychological aspects of drop-out vulnerable students are cited **Causes of Dropping Out:** - economic - general dislike, lack of interest, boredom, lack of caring teachers/parent - lack of equal elementary preparation for secondary school - streaming - unstimulating methodology - pregnancy - problems at home **What works to prevent dropouts?** - special attention to students "at risk"; treat them with respect - alternative programs characterized by caring and personalized teaching with demanding expectations - relevant and stimulating programs in (regular day) school		

RATIONALE FOR **RECOMMENDATIONS**	*RECOMMENDATIONS*	*IMPLICATIONS*
7. Less academically successful students have been given mixed messages by the educational system.	***RECOMMENDATION #7:*** That the Ministry of Education mount an advertising campaign re importance of remaining in school.	7. Costs and accommodation will be considerations.
8. As above.	***RECOMMENDATION #8:*** Same for local boards.	8. As above.
9. High schools, by and large, are big institutions and it is easy for vulnerable students to become lost or lonely.	***RECOMMENDATION #9:*** That every student be assigned to a teacher monitor/mentor.	9. This will require a significant amount of a teacher's time. Do all students require this intervention? There are cost and contractual implications if done properly.
10. Some students are at higher risk of dropping out than others.	***RECOMMENDATION #10:*** That mentoring occur weekly especially with those who need it - that community mentors who are qualified also be used.	10. Is community volunteerism to be considered? Or paid assistance? Or both? There are cost implications.
11. Students do enter and continue in high school with achievement deficits.	***RECOMMENDATION #11:*** That high quality remediation and tutoring be provided to students experiencing academic difficulties.	11. Computers may hold some promise here. This, if mandated, may be costly. Because much will have to be done after regular hours. Is this feasible with after school job expectations. What qualifications do tutors possess? If teachers then when does tutoring take place?

RATIONALE FOR **RECOMMENDATIONS**	*RECOMMENDATIONS*	*IMPLICATIONS*
12. Some students require social service well beyond that which high school teachers are trained for.	***RECOMMENDATION #12:*** That social service agencies and appropriate school personnel be available to work with troubled students.	12. To some extent we are referring students now, but there are no teams in our high schools. Most agencies are short staffed now.
13. One in every 10 female drop outs cites pregnancy as the reason for leaving school.	***RECOMMENDATION #13:*** That fully subsidized child care facilities be placed in at least one of each board's high schools for student parents.	13. Hamilton has one such facility in its vocational secondary schools only. A desirable move.
14. Students who drop out must not be "written off".	***RECOMMENDATION #14:*** That all high schools be required to contact students who have dropped out to ascertain the reason and to persuade them to return.	14. We piloted a P.E.P. at Macdonald. Also follow up letters were sent to drop outs. The Ministry fails to recommend employment preparation as a responsibility of Boards.
15. Because Ontario is not ghettoized to the degree in the U.S. preschool schooling need not single out areas of the province for attention; it should be available to all children at age 3. When this system is in place it may then be appropriate to consider lowering the mandatory enrolment age.	***RECOMMENDATION #15:*** That all school boards be <u>required</u> progressively to provide E.C.E. from the age of 3.	15. Implications re space and cost are enormous for local Boards. Is this in the best interest of young children and the family unit?

RATIONALE FOR **RECOMMENDATIONS**	*RECOMMENDATIONS*	*IMPLICATIONS*
16. Nil	***RECOMMENDATION #16:*** That the Government of Ontario provide appropriate financial assistance.	16. What does <u>appropriate</u> mean?
17. Nil	***RECOMMENDATION #17:*** That the availability and importance of early childhood education be vigorously publicized.	17.
18. We do children no favour when we lower learning requirements to match their perceived levels of ability. "Children who, in one way or another manifest deficiencies that would result in their not achieving the requisite standard of performance must be given special help to overcome these deficiencies. That help would be truly remedial remedying individual deficiencies that can and must be overcome". (M. J. Adler)	***RECOMMENDATION #18:*** That policies and practices in elementary school be founded on the premise that all children can be brought to a common necessary level of knowledge and skills.	18. Called into question are ability grouping, spiral curriculum and social promotion. A desirable goal but it can lead to a sterile, drill oriented, testing-based program.

RATIONALE FOR **RECOMMENDATIONS**	*RECOMMENDATIONS*	*IMPLICATIONS*
19. Summarizing the findings of his own and other studies, Goodlad reports: "The research shows also that children performing in the bottom group, whether or not regularly promoted to the next grade, show up less well on indices of both personal and social adjustment. They are the students most likely to perceive themselves as not doing well in school or having high expectation of further failure, and most likely to want to quit."	*RECOMMENDATION #19:* Homogeneous grouping discontinued.	19. This contravenes much of current practice in reading - and to some degree mathematics in our elementary schools. A need for flexible grouping.
20. The essential premise of the spiral approach, according to Radwanski is that instead of solidly learning one thing and then going on to the next, children should be exposed to substantially the same material reintroduced and redeveloped at different levels of understanding year after year.	*RECOMMENDATION #20:* That the spiral approach to curriculum be abandoned.	20. Radwanski's view does not encompass the fact that more difficult steps are introduced in subsequent years.

RATIONALE FOR **RECOMMENDATIONS**	*RECOMMENDATIONS*	*IMPLICATIONS*
21. See #20 above.	***RECOMMENDATION #21:*** That clear and sequential outcome goals be established for each grade to replace the spiral approach.	21. This implies a heavy emphasis on mastery learning, rote, drill and practice. A core curriculum has been developed in most subjects within this board.
22. "Some advocates of mastery learning believe that the differences in individual learning rates can be eliminated. Provocative though this idea obviously is, it has, I believe, less practical significance for the next decade or so that the inherent concept of nearly all students being able to learn mathematics, science, social studies, and the rest if appropriate learning conditions are established. In the light of this proposition, we have barely begun the task of providing universal education..." (John Goodlad)	***RECOMMENDATION #22:*** That the principles of the mastering learning approach be established in each subject area.	22. See #21 above. This method has been rejected as inappropriate by many educators.
23. "Teachers' evaluations, while important, are necessarily subjective." Sampling does not suffice. Public opinion polls support province-wide testing.	***RECOMMENDATION #23*** That standardized province-wide testing be applied to all students at appropriate intervals in reading, comprehension, writing (including grammar, spelling and punctuation), mathematics, reasoning, problem-solving, learning skills (and in core curriculum subjects in high schools).	23. The breadth of student exploration and learning as well as self-direction will likely be narrowed considerably. Testing on a provincial basis will be a costly process. Diagnostic banks of test items would be far more beneficial.

RATIONALE FOR **RECOMMENDATIONS**	*RECOMMENDATIONS*	*IMPLICATIONS*
24. Testing must be at intervals during the school year rather than at the end.	***RECOMMENDATION #24:*** That such testing be diagnostic leading to remediation. Instead of social promotion, there could be remedial programs.	24 .It is interesting that remediation seems to be the focus of Radwanski's recommendation. Does he consider the value of tests for the high achiever?
25 .This recommendation supports the mastery learning approach.	***RECOMMENDATION #25:*** That social promotion be replaced with appropriate remedial programs in the summer.	25. Do children who find it difficult to "keep up" benefit from more of the same? Cost?? Volunteers could be used. A "continuous growth", curriculum ladder approach is more appropriate.
26. This recommendation, if implemented, would help unsuccessful children to catch up.	***RECOMMENDATION #26:*** If summer remediation is unsuccessful that the student be required to repeat.	26. The Hamilton Board has never espoused social promotion.
27. "The evidence is now overwhelming that streaming is a social injustice, a theoretical error and a practical failure." "...it is no longer realistic or desirable to expect high schools to train students for specific activities in the workplace."	***RECOMMENDATION #27*** That there be a single and undifferentiated high quality educational stream for all students (in high schools). (The future of vocational education is called into question.)	27. This is diametrically opposed to the OS:IS direction and would reintroduce open courses which were just abolished. This has the potential of increasing drop outs.
28. (The credit system) fragments and ultimately trivializes learning in high schools.	***RECOMMENDATION #28:*** That the credit system be abolished or phased out with no options in 9 & 10.	28. Should not students explore several fields of learning in their early high school years and specialize in Senior Division? There is a need for a transition which the present system provides.

RATIONALE FOR **RECOMMENDATIONS**	*RECOMMENDATIONS*	*IMPLICATIONS*
29. Membership in a coherent social unit would end one of the more alienating aspects of the current credit system.	***RECOMMENDATION #29:*** That students remain together in a heterogeneous group for most of their common subjects and that one teacher provide for them instruction in at least 2 subjects.	29. For some insecure students this recommendation, if implemented would definitely help. This makes provision of specialist teachers more difficult.
30. Computer based instruction provides a learning opportunity extremely sensitive to the learner's efforts; a student can master a new lesson every day or two, and see rapid progress. It demystifies the learning process and teaches the learning-to-learn skills so valued by employers.	***RECOMMENDATION #30:*** That increasing use of computers be made for remedial instruction.	30. This clearly narrows Ministry directions in Memo 91.
31. 15 hours a week has been determined as a maximum before school work is affected.	***RECOMMENDATION #31.*** That high schools take an active role in making students aware of acceptable maximums of part-time work.	31. This is a good recommendation, but must be managed by influence and persuasion. It would be impossible to mandate or to enforce.

RATIONALE FOR **RECOMMENDATIONS**	*RECOMMENDATIONS*	*IMPLICATIONS*
32. & 33. Limited part time work for at risk students in locations where the needs of students are understood and addressed to the degree possible may be what students need to succeed.	*RECOMMENDATION #32:* That high schools/boards explore feasibility of cooperative programs with the business community to provide limited amounts of part time work contingent on satisfactory high school achievement and attendance.	32. & 33. This will be hard to enforce, but with adequate preparations on the part of the school and the workplace, it has real possibilities.
	RECOMMENDATION #33: That the business community cooperate in this regard.	
34. Extra-curricular activities promote a sense of belonging.	*RECOMMENDATION #34:* That extra-curricular activities be recognized as a vital element of the high school experience and that students be encouraged to participate.	34. A good recommendation. It is closely tied with part-time work limitations.
35. 18 was mentioned as a consideration. Age 16 is equated with Grade 10.	*RECOMMENDATION #35:* That no change in the legal school leaving age be made at this time. Schools should reach out to involve parents in the education partnership. A plea for relevancy of the program.	35.Nil

FROM THE DIRECTOR'S OFFICE

KEEPING IN TOUCH

NIAGARA SOUTH BOARD OF EDUCATION

VOL. 14, NO. 4 MARCH, 1988

DUMPING....AN UNFAIR TRADE PRACTICE...EXCEPT WHEN IT COMES TO SCHOOLS!

Hardly a day passes in our profession that someone or some organization with either a reputation to maintain or to be made takes aim at education and educators. The results of these 'new' insights usually find their way to a media hysteria which proclaims kids to be illiterate, undisciplined, unprepared and castoffs of an uncaring system! Oh yes, we get the throwaway crust that says teachers are working hard (which they are!) and by and large, we are doing a good job. But, alas, all this seems to be unproductive and mostly ineffective!

To be sure, schools and education systems are NOT perfect in this grand province. There are some students who have NOT been well served. We HAVE been negligent in some of our directions, particularly with our concentration on education for post secondary. Too many of our clients slip out to the work world with SOME inadequacies in preparation. However, we do recognize the need for change and have put forth considerable and continuing efforts to do so. I challenge any profession to show the same commitment towards improvement as teachers, supervisory officials and trustees have through participation in in-service training, course and methodology updating and personal professional development. I know of no other organization which has undergone as radical and frequent legislative surgery as education over this past decade. Yet schools have continued to improve their delivery and their product to a greater number of children in a community environment which has seen enormous buffeting and shifting of needs!

Yes, we have NOT always been as accountable as some would demand. It may be a revelation to the critics that most of us do have system-wide test programs, sensible and demanding standards, common reporting procedures and community input and involvement in our schools. Perhaps, the real issues are that we have failed to save everybody, that our schools have cracks through which some students fall, that our measurement time in education is years not annual product statements, and that our successes will never be recognized in a milieu that sees us squabbling over school buildings, class sizes, capital expenditures and religion.

RADWANSKI REPORTS.....

In case you are wondering why my introduction to this issue of Keeping In Touch begins with the above comments let me hasten to bring it into context. Six months ago the Premier of Ontario appointed a one man study commission, George Radwanski, to examine "The Relevance of Education and the Issue of Dropouts" in the Ontario education system. His report was published and received by school boards on February 15. To the surprise of many, Radwanski took a much broader look at education than it was first expected. His conclusions were supported by 2 research studies, by personal visitations to schools, by interviews with

those inside and outside education systems and by a review of professional readings. The recommendations of the report would see a complete overhaul of both elementary and secondary schooling if totally adopted. Mr. Radwanski, in speaking to the Directors of Education prior to the release of his study, said that his recommendations were built upon each other and ought to be accepted in total and not, as in the past 20-30 years, selectively used to "diddle with the system".

No responsible educator can argue with the public concern for the impact of a 32% dropout rate from the secondary schools of this province. It is both a societal and a school problem for which we must all share responsibility and work towards solutions. Nor can we in schools ignore the students' expectations that our curricula will prepare them, through the acquisition of knowledge and skills, for the work place which will be fundamental for success in a new and competitive world of the 21st Century.

Will Mr. Radwanski's recommendations be a cure?

DEAR GEORGE:

Congratulations Mr. Radwanski! You have been able to do something which no other critic of our education system has done for me in all my 33 years of experience. I have made a conscious decision to sit down to write you a letter and thus share my thoughts about your recent report. I hope that you don't mind my using your first name. Although we have never met personally, I feel that I know you well just by what you have had to say about the failings of schools and how to fix them!

Let me begin by expressing my appreciation for the fact that you recognize teachers are doing a better job educating kids than at any other time in our past. Also, thanks for pointing out that despite increasing societal problems and diversions, schools have reduced the dropout rate from 60% in the 1950's to 32% at present. While I realize that this latter figure is still far too high, I find it difficult to understand how you draw the conclusion then that the whole system needs to be rebuilt. Maybe what you are saying is that change in education is just not fast enough, or deep enough, or broad enough. Interestingly, when I talk to parents, to students, and to my colleagues, they say that there are too many changes and that they come far too soon, even before we can measure the impact of the last one. A good example I have thrown at me is OS:IS. Were you aware that schools don't even have the curriculum documents for the most part or that teachers have been given little help to acquire new teaching strategies, or that the text and resource materials hardly exist to carry out OS:IS, or that we have few, if any, graduates of this program? Yet it is labelled a failure! In a like manner, I am told that over the past decade secondary school students in Grade 9 have never been on the same graduation course as their counter-parts in Grade 12 because of all the fiddling around with the system. My question then is, how can you measure the success of a system when the objectives and goals are constantly changing?

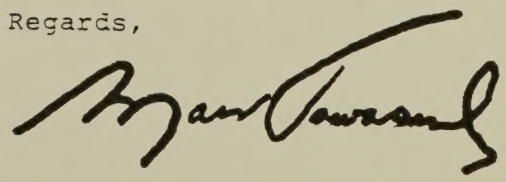
I am fascinated by the comments which you have made regarding elementary education. I note that you see the present system as being dominated by the Hall-Dennis theories of learning. You seem to suggest that schools emphasize a do your own thing and a laissez-faire attitude towards learning. Teachers are concentrating on process rather than product. The environment is one in which the child selects what he/she will learn and when he/she will learn it. And finally, standards have been replaced by social promotion.

I believe that you have made some sound suggestions, however, in both these areas that we should pursue. Maybe there ought to be fewer levels in Grades 9 & 10, special education kids excluded. Replacing the credit system at these grade levels with a program which is a blend of prescriptive and exploratory courses, would both delay career commitments and underscore the necessity for strengthening core skills and knowledge. Hopefully, through artful teaching and new program material we would be able to whet the appetite of learners to stay in school longer. I believe that, should we move in this direction, the ideas which you describe as short term, such as teacher mentors, homeroom organizations, weekly counselling and coaching, and the use of community volunteers and agencies, will have a dramatic impact on both the quality of the school environment and the recognition by students that there are reasons to stay.

Finally, your comments on the Vocational school in regard to the background of the young people who find themselves enrolled in these programs has a ring of truth. Too many of them are 'new Canadians' or are from lower socio-economic homes or were 'non-learners' in elementary schools. As educators, we have to thoroughly review our assessment procedures to ensure that this injustice is corrected, that new methods are taken to help the disadvantaged and that teachers do not prejudge performance. On the other hand, the Vocational school need not be a victim of this reform. Those of us who have worked with these kids have seen much progress towards maturity, a growth in positive self concept and the acquisition of work skills by these students who truly need this kind of education.

Well, George, hopefully you have stuck with me this far. Let me just conclude with a few last comments. I doubt if either of us really believes that the school dropout problem will ever disappear. The economy, personal and societal needs, individual motivation all will play a role at any given point in time. Your report and recommendations, although too often unfair and uninformed in its criticisms, require much careful study by those who have children in our schools and those who direct education at local and provincial levels. It is my hope that, contrary to your suggestion to Directors that we have to swallow all of the medicine, SOME of the good ideas in your report will find a place in our schools. After all is said and done we are both seeking to improve the quality of education and the strength of our primary resource in this country -- our children.

Regards,



THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SPECIAL MEETING

1988 04 28.

TO THE CHAIRMAN AND MEMBERS,
DEVELOPMENT COMMITTEE.
(Trustees Cunningham, Allen, Baskin, Kennedy, Vine, Barker, Vine and Van Horne).

Ladies and Gentlemen:

The May meeting of the Development Committee has been scheduled for **Thursday, 1988 05 05 at 18:45 hours** following the special "in-camera" Board meeting.

Attached is an agenda of the items to be discussed.

Your attendance is requested.

Yours truly,

A. J. Krever,
Director of Education
and Secretary.

*jep
Notice sent to all Trustees.

A G E N D A

DEVELOPMENT COMMITTEE

1988 05 05

Confirmation of the minutes of the last meeting.

GENERAL

NEW BUSINESS:

1. Guest Speakers - Bill Mitchell - Ontario Ministry of Education
   Futures in Ontario

   Tony Busseri - Manager, Canada Employment Centre
   The Hamilton Scenario

A G E N D A

DEVELOPMENT COMMITTEE

1988 06 02

Confirmation of the minutes of the last meeting.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Officials re: Child Care (referred from May meeting of the Operations Management Committee - 1988 05 05) - **pages 1 - 14.**

NEW BUSINESS:

1. Long Range Planning Priorities - **pages 15-22.**

Education Centre
100 Main Street West
Hamilton, Ontario
1988 05 24

To The Chairman and Members
The Development Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: Child Care

At the May meeting of The Operations Management Committee, a report on Child Care was presented. Following a brief discussion, the issue was referred to The Development Committee for more in-depth discussion and long-range direction.

A copy of the May 10 report to The Operations Management Committee is attached for your information.

The ALSBO Task Force on Child Care, of which Trustee Clarke of this board is a member, is preparing a position paper to report to ALSBO which could be helpful in future deliberations.

It may be helpful to The Development Committee to focus on The Conclusion, page 7 of the May 10 report to The Operations Committee (attached), and these further issues:

1. If a policy on child care is to be an early priority in dealing with this issue, how and by whom should the policy be developed?

2. Should the appointment of a co-ordinator of child care be considered at this time?

3. How can this Board influence the Ministries of Education and Community & Social Services in order to ensure adequate resources and program support from the Ministries when and if child care initiatives are implemented?

Prepared by: J. Binns
Supervisor, Family Studies

Submitted by: C. G. W. McKague
Superintendent, Curriculum & Special Services

Approved by: A. J. Krever
Director of Education and Secretary

1988 05 10

To the Chairman & Members
Operations Management Committee
Hamilton Board of Education

RE: CHILD CARE

Rationale for the Report

In response to a motion at the Dec. 3, 1987 Meeting of the Development Committee, the Board Staff Committee on Child Care has carried out an intensive process to compile the information for this report over a period of three months.

(See APPENDIX 1 for details.)

Current Involvement in Hamilton

Quality programs for young children include education as well as care. Programs for children that already occur within the Board are summarized and categorized here:

Category 1

Total Cost Borne by Board:
JK/SK Programs and
Lunch Programs in all
elementary schools

Category 2

Board in some degree
of association or
"partnership":

Hill Park Delta
Caledon Westdale

Category 3

Provision of Space Only:
YWCA Before & After School - Queen Mary, Central
First Base Before & After School - Pauline Johnson, Earl Kitchener,
A.M. Cunningham, Bagshaw,
G. R. Allan, Norwood Park
Co-op nursery schools - Bagshaw, Linden Park
George Force Boys and Girls Club - Queen Vic., Stinson,J.E. Davey

Programs for Children In Hamilton

Features \ Program	JK/SK	Lunch Program	Hill Park	Caledon	Delta	Westdale	YMCA First Base
Licence & board of directors			√	√	√	√	√
Availability of subsidy money for fees			√	√	√	√	√
ECE Staff		√	√	√	√	√	√
Uncertified staff		√		√			√
Certified teaching staff	√	√					
Full day care			√	√			
Half day care			√	√	√	√	
Half day education	2-6 classes per school						
Infant care				14			
Toddler care			10	5			
Pre-school care			16	11	16	32	
Lunch program		13,200					
Before school care							47
After school care							78
Adult students' children			√	√	√		
Curriculum integration for benefit to different age groups	some	limited	full	partial	limited	limited	
Parenting needs addressed			parent meetings	75mins./ day	parent meetings	parent meetings	
Parenting students involved			all every second day	all for some time	some some of the time	2-4 during field site time	voluntary on P.D. Days
Co-op students involved	√		√	√	√	√	

Programs for Children in Other Boards

Feature	School Boards Where Features Apply						
	Toronto	Ottawa	Niagara South	N. York	Durham	Peel	
Policy or guidelines	√	√	√	√			
New schools with child care facilities		√			√	√	
Department or person responsible	Day Care, Early & Primary Dept.	Continuing Education	Principal At Large In Charge of Primary Alternative Program	Dept. of Community & Admin. Services [AND] F.S.Dept.	Independent Incorporated Board in Community	Family Studies Co-ordinator for F.S. Playschools	Independ. Incorpor. for lunch and After School Program
Specific staff assigned	Consultant	Advisor	Principal	Consultant			Board of Directors
Infant	√	√		√			
Toddler	√	√	√	√	√	√	
Pre-school	√	√	√	√	√	√	
Day care for student parents (teens)	√			√	√		
School-age	√	√	√	√		√	
Workplace	√		√	√	√	√	
Varied costs to Boards according to individual assessment of involvement and type of program	√	√	√	√			
Conditions & expectations of and assistance for partners from Boards exist	√	√	√	√			
Education program for 4 & 5 year olds	JK, SK & others	JK, SK	Primary Alternative & SK	JK/SK	SK	SK	

(For additional general information please see APPENDIX II.)

Needs Identified for Hamilton

Although there are education (JK/SK) and care programs for the benefit of several Hamilton children, there were some needs that were identified first by committee members that were reiterated by the community resource people, as well. A couple of needs emerged as the committee looked ahead and also listened at the ALSBO conference on Child Care. The committee declares its bias: whatever can be done to enhance the environment of children in their early years will positively affect their learning in our schools:

The need is for:

- a plan and a policy
- a co-ordinator of all activities or programs who would implement policy and also liaise with community organizations i.e. MCSS, Regional Support Services, ECE Association, YMCA, YWCA, Recreation Centres, etc.
- a flexibility and co-ordination of staff who work with children to foster communication and co-ordination among those involved in different phases of programming for the same child
- expansion of school-age care
- one or two more centres for teen parents and their children
- provision of more family studies learning centres, e.g. Hill Park
- flexible child care to be available at adult education centres
- meeting immigrant family needs especially re preparation of children for entry into the school system
- consideration of parent and child drop-in centres
- consideration of workplace child care e.g. in co-operation with other businesses in downtown Hamilton

Concerns Noted at the ALSBO Conference on Child Care

1. Legalities connected with provision of child care associated with Boards of Education
   e.g. incorporation procedures, expectations and procedures pertaining to the Landlord and Tenant Act

2. "Hidden" costs although programs are to be self-supporting
   e.g. space - displacement effect; maintenance of renovations
   start-up loans
   co-ordination costs
   land costs not included when new schools must have child care centres

3. That the initial relationship between a child or family centre and the rest of the school is so important for the success and benefit of children.

4. That educators receive in-service regarding their role(s).

5. That there be an accountability and compatibility of the programming and interface of pre-school with JK or SK.

6. There is an increased expectation that Boards be involved in establishing child care facilities. However, funds are not readily available.

7. That priority needs exist and funds will be required to assist Boards in meeting them.
   (The high needs were summarized as: school-age care from age 4 up to and including age 12 and child care to assist teen parents.)

Where are the MOE and the MCSS Re Their Partnership Pursuits and Projections for the Future?

There is an interministerial committee, and a joint statement from both ministers is expected re child care.

A new document has been prepared: "Child Care in Schools - Questions and Answers" which is expected for distribution soon.

- There is a plan for a series of consultations to take place beginning Sept. 1988, between both ministries and various groups. Although there is no MOE policy on child care it is expected that one will be developed as a result of the consultations.

- There is a MOE plan to implement reductions in class sizes for grades one and two over the next three years which, it is predicted, will have an effect on the availability, or rather the unavailability, of space for classes, not to mention child care, in many schools.

(Please see APPENDIX III for additional information.)

- The new Child Care Program Development Fund guidelines from MCSS indicate the following categories available for funding:

1. Services to Families	2. Special Projects	3. Pilot Projects
• group centre care • private home daycare • child care resource centres	• public education (conferences, publications) • community development e.g. needs assessment • special resource projects (for children with special needs)	e.g. child care at unusual hours, rural child care, school-age child care, outside regular school hours

As our "New Directions" document emphatically states, child care is a priority for the Ontario government because it affects the well-being of the province's children. Enhanced child care services are important both to working and non-working parents. These services are provided with the aim of strengthening the family unit and helping parents to more effectively balance work and parental responsibilities. It is hoped that this may, in the long term, also reduce the incidence of social problems.

- J. Sweeney

"Child Care Development Fund" Booklet

(Please see APPENDIX IV for Glossary.)

CONCLUSION

It would appear that a first step towards any action on Child Care by this Board would be an analysis of the various extant models for Child Care in this province and the implications of those models for this Board. From such an analysis it would be possible to determine the exact policy to be developed. When a policy is established, then a plan for implementation and a determination of required resources could be made.

Board Staff Committee on Child Care

Members:

Marian Avery/Thalia Smith - Lunch Program
Judi Binns - Supervisor of Family Studies (Chairperson)
Mardy Eedson - Assistant to the Associate Director
Stephanie Fox - Assistant to the Principal, Caledon S. S.
Susan Hildreth - Principal, Red Hill School
Jim Hobbs - Co-ordinator, Adult Education
Barbara Howard - Supervisor of Primary/Junior Education
Bruce Mair - Principal, Centennial School
Neville Nunes - EASL Consultant
Jim Ruddle - Vice-Principal, Westdale S. S.

Mandate of the Committee

1. To provide a base of information for senior administration
2. To identify issues
3. To network with community resource people
4. To do some internal team building around the topic of child care

Process Followed

- Held five meetings.
- Sought out information from internal papers and people who have been involved in various aspects over the past few years.
- Talked with people from other Boards.
- Invited resource people to meet with us, e.g.
  MOE Representative, Julie Mathien, Centre for Early Childhood and Elementary Education
  MCSS Representative, Shirley Wheeler
  YMCA, Day Care Program - Jim Sykes & Yolanda Fitzpatrick
  School Social Worker - Monica Gonzales, Prince of Wales School
  Regional Support Services - Leena Kinanen, Director
- Four committee members attended the ALSBO/OCLEA Conference on "The Role of School Boards in Child Care". - February 19 & 20, 1988

APPENDIX II

SUMMARY OF SOME RESULTS OF THE ALSBO SURVEY ON SCHOOL-BASED CHILD CARE SERVICES CONDUCTED FALL 1987

Total number of boards surveyed:	182	100%
Total responding:	62	34%
Total public boards responding:	50	27.5%
Total separate boards responding:	12	6.6%
Total others (boards/agencies etc.) responding:	1	.5%

Age Categories Served (Year-round Programs)

From the responses to this section of the survey, it can be assumed that many of the centres provide programming for a wide age group of children. While infant spaces exist in only 31 centres, more than 141 programs exist for kindergarten-age children (4 and 5 year olds, half day programs). Preschool (2.5 - 5 years) and programs for toddlers (18 months - 2.5 years) are available in 96 and 60 centres. (Because the age groups overlap, some duplication must be assumed.)

School-age children (6-9 years old) are involved in before and after school, lunch and combined centres, as noted: [by the 62 boards responding]

Before school	80
Lunch	150
After school	85
Combination	215

One age group, children 10 and older, are cared for in a reported 39 centres, and 13 special needs programs were noted by the boards responding to the survey.

Related Child Care Programs in Board Facilities

School facilities are used for related programs including parent-child drop-ins, play groups and resource centre activities, with 115 centres reported in operation. Children of adult students enrolled in ESL and Literacy programs are provided with care in 38 locations. Twenty-three (23) centres report that they care for the children of adult students (presumably continuing education students in regular day school or adult day school). No programs were reported for the children of adult students studying in the evening (Night School). As well, there are 21 programs operating for the children of teenage students, and 37 curriculum-based Family Studies Centres reported.

School Board Coordination and Assistance

A wide range of questions which sought to determine the type and level of support provided by boards to child care centres operating in their facilities were detailed in the survey. The responses are noted below:

Number of boards with staff appointed to be responsible for coordination of programs using board facilities: 11 (includes one outside consultant)

Numbers of staff involved: full time: 11 half time: 6

Qualifications of staff: teaching certificates, ECE training

Only 18 boards reported that they had contributed funds and/or resources to centres operating in their facilities in an "official" manner, while 7 noted that "unofficial" support had been provided.

A break-down of the type of support (funds, resources, etc.) is noted here:

Free space	21 boards
Caretaking	21 boards
Reduced rental fees	12 boards
Curriculum tie-ins	10 boards
Liability insurance (under board policy)	8 boards
Purchasing	7 boards
Staff P.D.	5 boards
Social work services	2 boards
Start up grants	1 board

Summary of

Information from the Ministry of Education

1. **Which Ministry is responsible for the provision of child care?**

   The Ministry of Community and Social Services (MCSS) has primary responsibility for the provincial government's commitment to the provision of child care services. However, the Ministry of Education (MOE) operates in a supportive role in carrying out those commitments.

7. **What is the role of school boards in the selection of operators of child care programs?**

   It is assumed that the school boards and schools will be assisted by MCSS staff in the process of determining appropriate operators for school-based child care services. Boards should begin to develop criteria that would guide them in this process.

8. **What is the present role of school boards in supporting the provision of child care services?**

   At present, boards may make available for child care use space not required for education purposes. Under the new capital funding provisions, boards will design and construct the school-based child care facilities and will provide the land for those facilities. School boards are not the licence-holders of child care programs, e.g. boards cannot directly operate child care programs.

9. **Who will be responsible for planning the child care space located in schools?**

   The space-planning for the new school buildings should be a co-operative process between the school board's architect, the school, the child care corporation (if/when chosen) and the MCSS area child care consultant.

   When existing school space is being renovated for a child care program, the above process would also apply.

GLOSSARY OF TERMS
(Definitions and Explanations)

MCSS - Ministry of Community and Social Services

ECE - Early Childhood Education (Educator)

Age Groups

- INFANTS - 0-18 months
- TODDLERS - 18-30 months
- PRESCHOOL - 30 months - 5 years
- SCHOOL AGE - from junior kindergarten up to and including the age of 12 years.

Child Care

Child care services in Ontario include the care of children within a licensed group day care centre, nursery school, developmental centre, integrated centre, or private home day care under the supervision of a licensed agency. As well, child care services include support programs for parents, and caregivers involved in unlicensed or informal arrangements. Support programs include, for example, child care registries, parent education, drop-in programs, and toy and equipment lending services, often housed in child care resource centres.

Child Care Resource Centre

A generic term used to describe a series of support services and community resources provided to parents, informal caregivers, children and child care professional staff. These services may be offered singly or in combination, and may involve:

e.g.
Parent/Caregiver Education: provides workshops, and information on child development, parenting skills, child-caring and child-rearing responsibilities.

Drop-in: provides a central space where parents, and caregivers, and professionals met and learn from each other, and where children can have a play group experience. Parents and caregivers must remain on the premises if more than five children are present, unless a licence to operate a day nursery is obtained.

Toy/Equipment Lending Library: provides caregivers and parents with toys and other recreational equipment, and offers advice and instruction about children's learning and developmental levels.

Respite/Relief Care: care provided to a child to allow parent or daily caregiver who is not on the premises a relief period or break time.

Play group: provides an informal coming together of parents, caregivers and children to enjoy a mutual experience of play, learning and socialization.

Day Care Centre	A full day group centre program providing care for more than five children.
Day Nurseries Services	All programs licensed under the Day Nurseries Act, both group centre programs and private home day care agencies.
Day Nurseries	The generic term for all licensed child care.
Day Nursery	Premises that receive more than five children up to and including 12 years of age who are not of common parentage, primarily for care and/or guidance, for a continuous period not exceeding 24 hours. Such a program requires a licence as outlined in the Day Nurseries Act.
Developmental Centre	A child care program for children with a developmental or physical handicap.
Direct Operating Grant	Direct funding to support the operating cost of licensed child care programs (group centre care and private home day care) to be introduced in 1988.
Nursery School	A part day program providing care for more than five children, usually between the ages of 30 months and five years.
Pilot Projects	Time-limited projects to provide answers to specific policy or program issues.
Private Home Day Care	The temporary care of five or fewer children up to and including 12 years of age, where such care is provided in a private residence, other than the home of a parent or guardian of any such child, for a continuous period not exceeding 24 hours. The number of children under six years of age, including the children of the person in charge, may not exceed five. While the individual private home is not required to be licensed under the Day Nurseries Act, agencies that provide supervision and resource support to these homes must be licensed. There is no requirement that providers offering care in a private home belong to any agency. When there is no linkage to a licensed agency, caregivers are not considered to be part of the formal licensed system.
Subsidies	Subsidized licensed child care services may be available to families who are determined to be in economic need. This determination is made by the municipality, based on a ministry-approved test. Families may be eligible for a full or partial subsidy and should contact the municipality concerning their eligibility. Subsidies are only available in licensed services.

Board of Education,
100 Main Street West,
Hamilton, Ontario,
L8N 3L1,
1988 05 26.

To the Chairman and Members,
Development Committee,
Education Centre,
Hamilton, Ontario.

Ladies and Gentlemen:

DEVELOPMENT COMMITTEE PLANNING -- 1988 06 02

With the concurrence of the committee chairperson, a workshop format has been set up for this meeting.

Objectives

1. To review the committee mandate, the long range planning model (attached) in order to focus our direction for future meetings.

2. To determine the most appropriate process for meaningful trustee input into short and long range planning for the Board.

3. To make decisions on the methods of gathering significant data to generate usable information for the planning processes.

4. To identify and place in priority the major issues that must be addressed by our Board in the next 3-5 years.

5. To have the committee examine and give direction to a number of questions that are related to our short and long range planning.

Process

1. Each trustee is asked to identify the five (5) major educational priorities that must be addressed by trustees and officials over the next 3-5 years if we are to be successful in accomplishing our present goals and objectives (see attached sheet).

2. Through small group discussion we will be asked to place the priorities that are submitted into an order of importance.

3. The priority listing of groups will then be shared and discussed with the larger group so that a list of major issues may be established by the committee.

4. A process for dealing with these issues in a short and long range planning context will be established.

5. If time permits, a series of questions that must be answered by the Development Committee will be examined.

.....2

Questions (Other pertinent questions should be added to this list)

1. How does the Development Committee report their recommendations to the Board?

2. How should the short and long range planning of trustees be integrated with the annual planning of officials, areas and schools?

3. What inside and outside forces will affect our organization over the next 3-5 years (technological, social, economic, political, cultural, financial, international)?

4. What direction do you wish to take with our present Goals and Objectives 1980-85?

5. What is our mission statement?

6. What will our procedure be to review and update long range system plans?

7. Do you wish to establish a trustee/official "work group" to act in a resource capacity for the Development Committee?

8. Other questions.

Prepared by: A. L. Stockwell
K. A. Rielly

Development Committee

Membership: six trustees including elected chair and F.L.E.C. member
Chair, Board (ex officio)

Monthly Meeting: first Thursday - 6:15 p.m.

Responsibilities:

1/ Support, facilitate and encourage creative, new development in the organization including new technology and projects

2/ Supervise all aspects of new development projects including finiancial management, implementation and evaluation of curriculum and special services and modification of buildings

3/ Research, develop and plan , new initiatives (MOE or local) in an integrated way within a broad context that includes both program and financial considerations

4/ Encourage regular evaluation in order to stop, start and continue programs.

Examples:

- Planning for a school for the Arts, introduction on a pilot basis of a new technology, a different organizational approach for a secondary school (Westmount 1990).

LONG RANGE PLANNING

SITUATION ANALYSIS

- recent past (2-3 years)
- present
- future (ideal & predicted)
- *look at the environment thoroughly*

→
- keep doing
- stop doing
- start doing

or

- what to keep
- what to make positive
- what to add

MISSION/PURPOSE

- reason for existance
- Why are we here?
- How can we make a difference?
- may include "how"
- *work as individuals and/or as a group*

AREAS OF EMPHASIS/GOALS

- keys to accomplishing the mission
- What needs to change in the organization or its environment?
- What needs to work most to get us where we want to go?
- *refer to situation data and mission*

STRATEGIES/OBJECTIVES (5 Year Plan)

- block of effort, major ideas
- directions arranged in a time line
- plans to move towards areas of emphasis
- *select and prioritize 5 or 6*

SHORT TERM ACTIONS/TASKS (1 Year Plan)

- specific responsibilities
- NOT short term goals
- NOT a pseudo long range plan
- dates, time lines, outcomes
- evaluations and regular reviews
- *set down clear steps for tomorrow, next month...*

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

GOALS AND OBJECTIVES - 1980-85

In October 1977, the Board of Education formally committed itself to endeavour to provide a comprehensive programme of education based on the attainment of the following goals:

1. to guide individuals in attaining the self-discipline and self-direction necessary to discover and develop their abilities, interest and aspirations

2. to lead individuals in the acquisition and pursuit of knowledge

3. to lead individuals in the development of social consciousness and a full sense of social responsibility

To achieve these goals the Board endeavours to:

1. establish policies, etc.
2. provide a qualified, competent, and enthusiastic staff
3. provide facilities and resources for varied educational programmes and activities
4. provide programmes and curricula appropriate to group and individual needs

The Board believes that these goals can be achieved by:

1. providing a challenging and rewarding learning environment
2. providing means for the professional growth of the staff
3. developing suitable means of staff evaluation
4. providing a satisfying and stimulating work environment for the staff
5. providing each student with the opportunity to experience some measure of success
6. assessing and diagnosing individual abilities and making appropriate adjustments or changes in programme or teaching-learning strategies
7. evaluating the effectiveness of curriculum in meeting the needs of the individual in a changing society
8. providing for the special needs of the exceptional student
9. reporting student progress in a meaningful way and on a regular basis
10. encouraging the use of community resources
11. endeavouring to establish effective methods of communication with the community
12. encouraging the community use of schools

The following pages attempt to translate these goals* into specific aims and objectives for the 1980-85 period.

Getting information isn't the problem. Sorting the worthwhile from the worthless—that's the problem.

The Art of Crafting Strategic Plans

By George S. Odiorne

Strategic planning is no longer a game played strictly by major leaguers. In fact, large numbers of small and mid-sized firms are taking a longer look into the future, trying to prevent it from crashing about them. Too often in the past, organizations found themselves enmeshed in crises that might have been averted by anticipating and preparing for an uncertain future.

One of the newest tools in the strategic planner's repertoire is the "environmental scan." This is the method planners use to try to spy the threats just over the horizon, the risks that must be faced in the next five to 10 years, and the opportunities waiting to be exploited by those with foresight. Strategic planners scan the gamut of environmental factors: governmental changes caused by elections or shifts in administration philosophies, demographic changes brought on by fluctuating population characteristics, social changes in taste and morals, and many more.

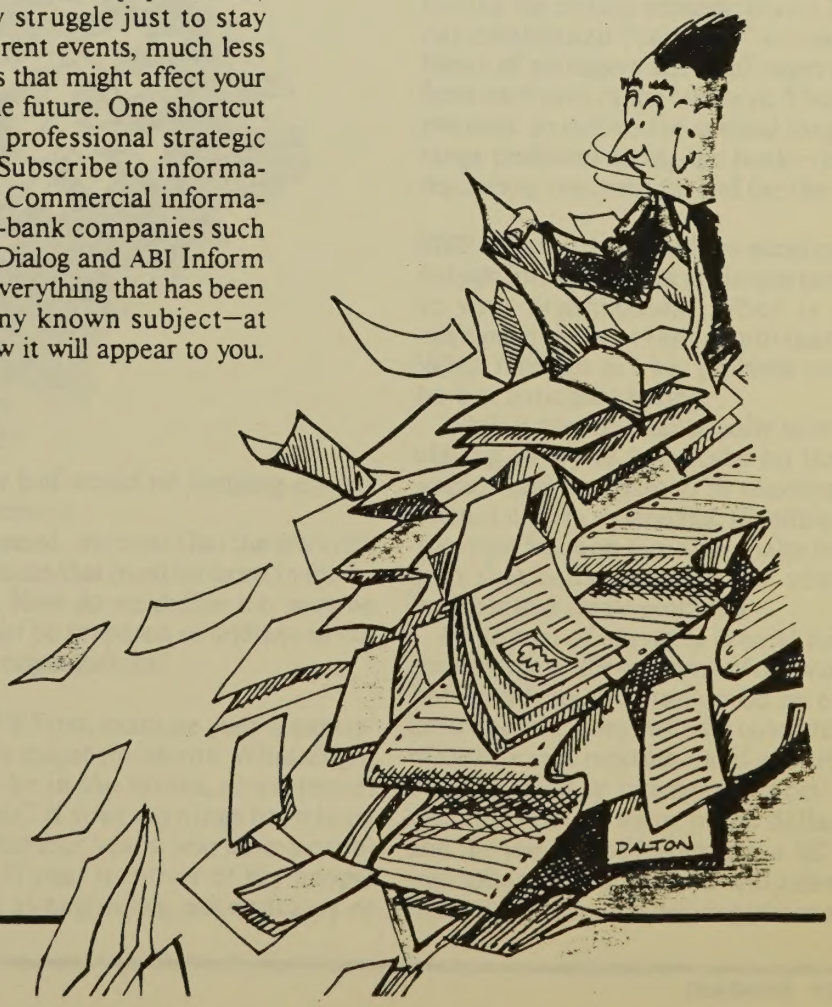
By studying demographics, for example, we can project that in 10 years there will be 7 million fewer workers between the ages of 18 and 24, and almost 20 million more between 34 and 59. The fastest-growing segment of the population will be the elderly, whose middle-aged offspring will face the problem of parental care. Age discrimination laws now enable people to work longer, which guarantees that employers' health-care costs will keep rising.

At the other end of the spectrum, the birthrate is resurging. Phoenix already is planning a dozen new elementary schools and half-a-dozen new high schools to cope with the current baby boom. As the number of working women continues to rise, demand for employer-supported child care is bound to increase as well.

Data Overload

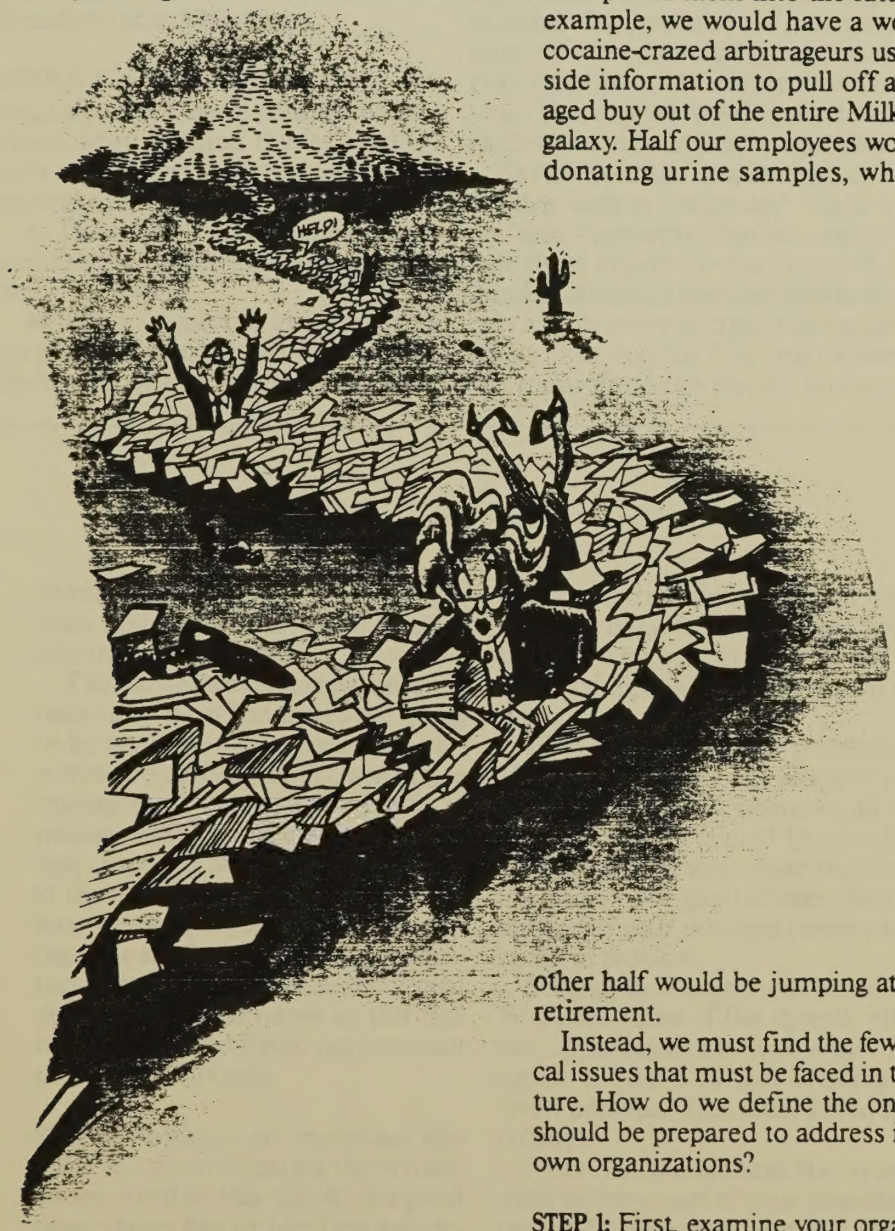
Unless you are a newspaper editor, you probably struggle just to stay abreast of current events, much less sort out issues that might affect your business in the future. One shortcut is to do what professional strategic planners do: Subscribe to information services. Commercial information and data-bank companies such as Lockheed Dialog and ABI Inform can find you everything that has been written on any known subject—at least that's how it will appear to you. You simply send them the key words that interest you, and they return abstracts of every article on that topic from a vast assortment of publications.

Or, if you want to simplify things, you can subscribe to a service that distills information into periodic reports. The Bureau of National Affairs, Commerce Clearinghouse and other companies provide monthly



updates on topics ranging from tax laws to personnel practices. Newsbank, another monthly data service, provides an index to every story in every issue of more than 100 U.S. daily newspapers. Subscribers can order the complete text of any story on microfiche.

Yes, it's easier than ever to collect mounds of data. But how do you keep from being inundated with the stuff? As consultant Thomas Gilbert, founder of Performance Engineering in Hampton, NJ, puts it: "Data comes in stacks like hay, each straw pointing in a different direction. Information, on the other hand, is like a needle; it points in one direction and has a point."



What you need to plan strategically, then, is more information and less data. With information you can create policies and goals. With information you can turn your analysis into actions that advance your business. The problem remains: How do you turn data into information?

Critical Issues

Pop sociologists and journalists like to create monumental trends out of isolated incidents. Managers are ill-advised to listen indiscriminately; we can't interpret each new eruption of media hype as a dire warning of imminent disaster lying square in our path. If we read today's headlines and extrapolate them into the future, for example, we would have a world of cocaine-crazed arbitrageurs using inside information to pull off a leveraged buy out of the entire Milky Way galaxy. Half our employees would be donating urine samples, while the other half would be jumping at early retirement.

Instead, we must find the few critical issues that must be faced in the future. How do we define the ones we should be prepared to address in our own organizations?

STEP 1: First, examine your organization's major problems. What might they be in the future, given recent trends? If your earnings have been flat for four years, you have a problem. If your turnover of key people such as engineers, accountants or other skilled employees is too high, you have a problem. Where are you now and how did you get there? If you didn't do anything differently, where would you be in one year? Two years? Five years? Ten years? Do those answers please you? If not, where would you like to be at the end of those periods?

If there is a difference between where you are headed and where you want to be, you have defined the problem: It is the gap between the desired and the projected outcomes. Strategic planners call this exercise "gap analysis." You can use gap analysis to examine your organization's markets, products, customers, employees, finances, technology and community relations.

You're unlikely to find all of your organization's problems in a single department or in a single sitting. Problems are bound to surface in several areas of the organization. Similarly, it's naive to expect some central staff guru to proclaim the best or even a realistic definition of all of them.

People's Bank in Bridgeport, CT, has an innovative method for identifying such problems, the first step in finding the critical strategic issues. It has established "cabinets" or task forces of managers and staff experts from each area of the business. Their mission: to define the critical long-range problems facing the bank—deregulation, competition and the like.

STEP 2: Next, you're ready to examine outside influences that are important to your organization. When is a change, trend or event important? When it relates to a key problem you have or anticipate having.

While it may be intellectually stimulating to try to keep tabs on the whole world, you have to be selective when it comes to strategic planning. You must focus on those few major issues that could reach inside your business and create problems.

If the cost of energy is crucial for your business, the outcome of the war between Iraq and Iran could be of keen interest, along with the outcome of OPEC's next meeting. Or, if you are being ravaged by Japanese competition, the relative value of the dollar and the yen will be important; a falling dollar against the yen will raise the prices of imports, leaving you in a

better competitive position.

Fast-food operations, such as Burger King and McDonald's, should be interested in the projected decline in the number of 18- to 24-year-olds by 1990, since this group has supplied most of their store workers in the past. School superintendents, too, should track birthrates and immigration of young families into their regions. They must gauge fluctuations in their clientele if they want to do any long-term strategic planning. Facility planning, teacher staffing, budgetary planning, tax requirements and a host of other operating details five years from now will be affected by today's birthrates.

STEP 3: Now you're ready to list the critical issues. As you consider candidates, keep in mind that critical issues used for strategic planning have several distinguishing features:

- They usually affect the entire organization, rather than one department.
- Their impact is usually long-term. Operational issues must be faced next quarter or next year; strategic issues gradually spin out over five or 10 years.
- They are based upon information that is "protracted and robust," to use the jargon of the strategic planner. This simply means that the trend or condition is supported by irrefutable evidence and has been under way for a long time. Strategic planners can't afford to be stampeded by media hype or a single current event, no matter how surprising it may be.

STEP 4: There are several sorting techniques you can use on your list. First, rank the critical issues according to their importance to your organization. Top priorities are issues that must be turned into programs or operating objectives within the next year. You probably will want to include them in your next budget plan.

Divide your list into categories of urgency such as "must do," "need to do," and "important, but not urgent." The most urgent are the issues that should command management attention now in order to exploit an opportunity that may be five years down the road. For example, if the company doesn't start a research program in a promising area immediately, it won't have a product to meet the competition in five years. This list may also include some areas in which the company has fallen behind and needs to play catch-up.

Divide the items on your list into "success producers" and "failure preventers." Success producers are the top few items that offer chances for big scores in the future. Failure preventers are issues that, allowed to slide, may cause us to stumble.

STEP 5: Describe these critical issues to your organization's management. Make it clear that these are organization-wide goals that should be reflected in the annual operating objectives of every department or division.

At Tenneco, this communication took the form of a letter from the company president. Recently at General Motors, every company manager received a film from the president, who described what he saw as the critical human-resource issues: getting more minorities into dealerships, making factory work more human and promoting more women into managerial ranks.

This downward communication is necessary if critical issues are going to be converted into long-term corporate objectives for the operating managers. It's an article of faith in management-by-objectives programs that corporate objectives must be set at the top and passed downward before operating objectives for the coming year are fixed. Similarly, in strategic planning top management must define the critical issues so that line management can figure out how they should be addressed.

STEP 6: Timing is an important element in communicating the critical issues. April or May usually is a good time—issues can be clarified and defined far in advance of budget time. Once critical issues have been "wired into" budgets, they become part of the operating objectives for the following year.

Starting Small

Most people don't define critical issues as part of their daily activities, and learning to do so takes some training. One way to practice the art is to try applying it to your own career.

First, define the major problems in your job and career. If you don't do anything differently, where would you be in five or 10 years? Do you like your answer? Where would you really like to be? The gap between the two answers is your personal career management problem.

Second, look at your environment. What are some of the threats, risks and opportunities in your world? Examine it from a variety of perspectives: personal, financial, social and cultural.

Next, list the critical issues that must become part of your long-range career development strategy. Rank them according to urgency. Of the things you might do, do differently or refrain from doing, which would be success producers? Which would be failure preventers?

You now have your critical issues list for your career. You are ready to choose actions that will help you close the potential gaps in your future.

You also might practice strategic planning in counseling subordinates. Let's say you have an employee who shows star potential, but is unable to manage her career. Try going through a critical-issues exercise with her. Have her define her problems, environment and critical career issues. Have her rank them, and ask her to define the success producers and failure preventers in her life. The end result just might be a developmental plan that accelerates her achievements and enhances her value to the organization.

These career exercises are good ways to study and practice strategic planning. Having mastered the art of defining critical issues in your career and that of a promising protégé, you are ready to apply the same steps in defining the critical strategic planning issues for your organization. T

George S. Odiorne *is The Harold D. Holder professor of management at Eckerd College in St. Petersburg, FL.*

A G E N D A

DEVELOPMENT COMMITTEE

1988 09 01

Confirmation of the minutes of the last meeting.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the officials re: Child Care Policy.

2. Report from the officials re: Long and Short Range Planning Priorities

   Program (including special and technological education)
   Financing
   Amalgamation
   Accommodation
   Social Issues
   Language - French Immersion
   - Core French
   - Extended French
   Communication

NEW BUSINESS:

1. Director's Entry Plan - pages 1-5.

2. Framework for Planning Document.

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1988 09 01

To the Chairman and Members,
Development Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Entry Plan for the Director of Education

Background:

During the trustee interview process for the selection of the Director of Education for our Board, reference was made to my entry plan to this new and highly visible position. The process is one that is very important and meaningful to me and it has been advocated throughout the system when individuals have been appointed to positions of vice-principal, principal or superintendent.

Although I have already started the process, the plan has not been presented formally to the trustees for discussion, modification, acceptance or rejection.

The Process:

The process is designed as one source of information gathering from the various partners in education in our system to be used in conjunction with long and short-range planning.

In this new position as Director, I feel it is important to carry out the process to accomplish the following:

- Gather, first-hand, perceptions of the key issues facing the system with respect to reorganization.
- Establish trust with trustees, staff and members of the community in order to gain their confidence and receive their input on what their expectations are of the Director.
- Communicate directly to the constituent groups about my values, perceptions and concerns and to let them know I value their views.

The entry plan will consist of interviews with individuals and small groups; administration of a questionnaire to determine the "Diagnostic Index of Norms" (see attached), with selected groups; and an invitation for written submissions about concerns and ideas from interest groups in our community.

The process will be conducted with a wide range of individuals including trustees, superintendents, teachers, federations, unions,

custodial staff, clerical staff, the press and members of the community.

The information gathered will be collated and synthesized, then included with the data generated from other sources in the planning process.

Outcomes:

My expectations for the process include the following desirable outcomes:

- A visible expression of the fact that no one person has all the answers and that help is needed and wanted.

- The communication in schools and amongst clerical and custodial staff may help to reduce the stress associated with reorganization.

- Increase the trust level in the Education Centre and in the field with respect to the intent of reorganization.

- Model a team building approach, through planning, to the system.

- Provide tangible evidence of the fact that I value openness, constructive direction and planned change.

- Demonstrate my own philosophy of collaborative decision making and involvement of people in decisions that affect them.

  A demonstration of the belief that valuable input and ideas can be gained from all levels of our organization.

The Entry Plan would be concluded no later than December 1988.

RECOMMENDATION:

That the Entry Plan for the Director of Education be accepted.

Prepared and submitted by: **K. A. Rielly,**
Director of Education and Secretary.

QUESTIONNAIRE FOR THE HAMILTON PRINCIPALS' ASSOCIATION
PROFESSIONAL ACTIVITY DAY PROGRAM

Diagnostic Index of Norms

Norms are expected or usual ways of behaving in groups or organizations.

This survey asks for your opinions concerning the norms that exist in your organization, that is, the Hamilton Board of Education.

You are to circle the number that best describes your agreement or disagreement with each of the statements in the survey.

It is a norm in this system:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know
1. to maintain the progress that is made	1	2	3	4	5	6
2. for people to regularly plan their work goals and review progress	1	2	3	4	5	6
3. for new people to be properly oriented and prepared for the job	1	2	3	4	5	6
4. for leaders to take time to follow up on the jobs they have assigned to people	1	2	3	4	5	6
5. for organizational policies and procedures to be helpful, well understood and up to date	1	2	3	4	5	6
6. for people to confront negative behaviour or "norms" constructively	1	2	3	4	5	6
7. for people to avoid blame placing and concentrate on looking for constructive solutions	1	2	3	4	5	6
8. for people to feel satisfied with their pay	1	2	3	4	5	6
9. for people to feel that their work is important	1	2	3	4	5	6
10. for people to feel satisfied with the benefits programs offered by the organization	1	2	3	4	5	6
11. for people to feel satisfied with the benefits programs offered by the organization	1	2	3	4	5	6
12. for people to feel responsible for doing their own jobs right	1	2	3	4	5	6
13. for people to have some input on decisions that affect their work	1	2	3	4	5	6

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know
14. for leaders to be equally concerned for people as well as results	1	2	3	4	5	6
15. to review policies and procedures regularly and change them as needed	1	2	3	4	5	6
16. for people to get feedback on how they are doing so they can develop as individuals	1	2	3	4	5	6
17. for people to feel "turned on" and enthusiastic about what they are doing	1	2	3	4	5	6
18. for selection and promotion practices to be fair	1	2	3	4	5	6
19. for people to get good feelings of accomplishment from their work	1	2	3	4	5	6
20. not to have to rely on the "grapevine" as their best source of information about the organization	1	2	3	4	5	6
21 to understand the organization's benefits programs	1	2	3	4	5	6
22. for people to help each other with on-the-job or personal problems	1	2	3	4	5	6
23. for people to follow through on programs that they begin	1	2	3	4	5	6
24. for training needs to be adequately met	1	2	3	4	5	6
25. for people to have an effective means of communication with peers and supervisors	1	2	3	4	5	6
26. for people to share responsibility for things that go wrong	1	2	3	4	5	6
27. for a spirit of cooperation and teamwork to be felt throughout the organization	1	2	3	4	5	6
28. for people to like the kind of work they are doing	1	2	3	4	5	6
29. for people to work together effectively	1	2	3	4	5	6
30. for people to take pride in their own work and that of the organization	1	2	3	4	5	6

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know
31. for work loads to be evenly distributed	1	2	3	4	5	6
32. to care about and strive for excellent performance	1	2	3	4	5	6
33. to feel really involved in the work of the organization	1	2	3	4	5	6
34. to have a clear way of measuring results	1	2	3	4	5	6
35. for leaders to help their team members succeed	1	2	3	4	5	6
36. to point out errors constructively	1	2	3	4	5	6
37. for people working together to meet regularly on important issues	1	2	3	4	5	6
38. for improvement efforts to be based on facts	1	2	3	4	5	6
39. to use time and resources effectively	1	2	3	4	5	6
40. for leaders to demonstrate their own commitment to what the organization is trying to accomplish	1	2	3	4	5	6
41. for leaders to make a strong effort to involve and motivate people	1	2	3	4	5	6
42. to give and receive feedback in helpful ways	1	2	3	4	5	6
43. for authority to be delegated appropriately	1	2	3	4	5	6
44. for people to share responsibility for what happens in the organization	1	2	3	4	5	6
45. for groups to define goals clearly before a task is begun	1	2	3	4	5	6
46. for people to get whatever training is needed to help them succeed in their work	1	2	3	4	5	6
47. for people to feel that the organization keeps them informed on matters that directly affect them	1	2	3	4	5	6

A G E N D A

DEVELOPMENT COMMITTEE

1988 10 06

Confirmation of the minutes of the last regular meeting.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Officials re: existing policies and curriculum regarding Drug and Alcohol Abuse (from September Development - 1988 09 01) - **pages 1-7.**

2. Framework for Planning Document. **please bring your document "New Opportunities - A Framework for Planning" from September Development - 1988 09 01.**

NEW BUSINESS:

1. Long and Short Range Planning for programs and accommodation for secondary schools.

100 Main Street West
Hamilton, Ontario
1988 09 27

To the Chairman and Members
Development Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: Review of Alcohol and Drug Use Curriculum and Intervention Guidelines

BACKGROUND

The broad issue of alcohol and drug use among young people has become in recent months a subject of growing public concern and discussion. The following report will provide a review of current curriculum and related topics, and a summary of guidelines currently used by schools in dealing with intervention and discipline strategies.

RESEARCH

- Use of alcohol and other drugs is quite widespread. The Addiction Research Foundation has surveyed a representative sample of Ontario students every two years over the last decade to determine levels of drug use. Our Board has actively participated in this research and the results have been shared with us.

- The 1987 survey, in comparison to 1985, indicated that there has been a significant decrease in the use of cannabis (marijuana/hashish) and non-medical use of barbiturates and stimulants by Ontario students. (Appendix 1) Alcohol and tobacco are still, however, of major concern since they are the most widely used of all drugs. (Appendix 2)

- The general Provincial trend is for alcohol and drug usage to increase from Grade 7 through Grade 9, peaking at Grade 11. The use of most substances then stabilizes or decreases in Grade 13 with three exceptions; these being alcohol, cannabis, and cocaine.

Summation

There are no statistics that specifically indicate trends amongst our students, but Addiction Research Foundation trends for Ontario would likely reflect similar trends for Hamilton.

CURRICULUM REVIEW

A coroner's jury in Toronto, examining the death of a student, recommended that the Ministry of Education initiate mandatory drug education. On September 3, 1988, the Ministry announced that Boards of Education throughout Ontario will be receiving draft Curriculum guidelines in the near future regarding mandatory alcohol and drug education from Grades 4 to 10.

Many urban Boards have had for some time alcohol and drug education in their curriculum at various grade levels and subject areas. A summary of the topics covered and the corresponding subject areas that are currently in place within the Hamilton Board Curriculum are attached for your edification. (Appendix 3)

SCHOOL GUIDELINES

Along with the Board's Discipline Policy, Adjustment Services has developed guidelines for school personnel in areas such as, providing assistance to students, and various legal issues. Topics included in these guidelines are:

- Steps for assisting students
- Reporting obligations
- Guidelines re Solvent Abuse
- Addiction Services in Hamilton-Wentworth

Copies of these guidelines are available from Adjustment Services.

SCHOOL AND COMMUNITY PROGRAMS

In addition to the curriculum and general guidelines involving alcohol and drug use, individual schools, their principals and staff have been encouraged to promote alcohol and drug use strategies that may be more appropriate for their schools and neighbourhoods. Individual schools have, therefore, been active in developing their own initiatives regarding alcohol and drug use.

RECOMMENDATION:
That this report be accepted for purposes of information only.

Prepared by: Joe Yurkiw, Assistant Superintendent of Special Services
Gail Rappolt, Assistant Superintendent of Curriculum

Submitted by: Joe Yurkiw, Assistant Superintendent of Special Services

Approved by: K. A. Rielly, Director of Education and Secretary

Appendix 1

SURVEY

Alcohol and Drug Use Among Ontario (1987) Students - indicated that there was a significant decrease in the use of cannabis (marijuana/hashish) and non-medical use of barbiturates and stimulants overall.

	1985	1987
Cannabis	21.2%	15.9%
Non-medical barbiturates (Bombers, Second, Amytol, etc.)	4.4%	3.3%
Non-medical stimulants (Uppers, Beans, Christmas Trees, Black Beauties, diet pills)	11.8%	7.9%

Overall use of 17 drugs surveyed in 1987 continued to show a decline which began in 1979.

The major decline is a significant one since cannabis is the most widely used illicit substance. Its increase or decrease will affect students use of other illicit drugs.

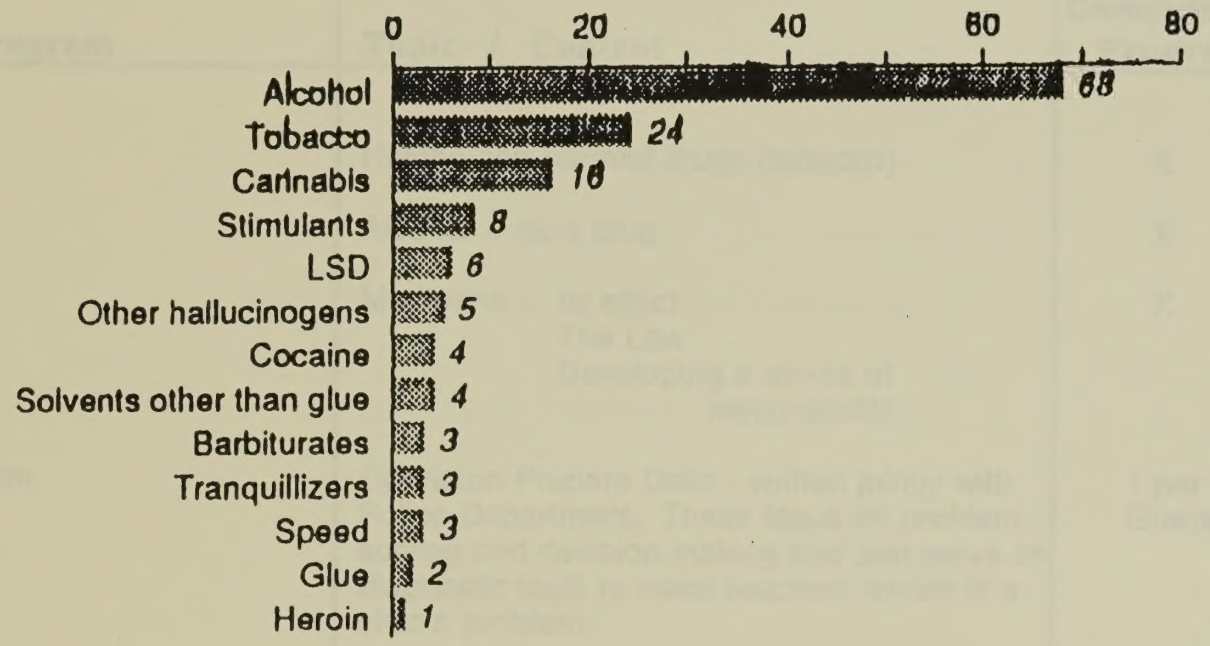
Reasons for decline are complex.

Some factors:

- successful efforts of numerous individuals and organizations to reduce alcohol and drug problems.
- media exposure and drug enforcement
- a stronger health consciousness amongst youth since 1983 -- related to reduction in alcohol and tobacco use.

(News Release November 17, 1987, Addiction Research Foundation)

Chart: Percentage of Ontario students grades 7 to 13 reporting use at least once in the prior year.



Source: Addiction Research Foundation Ontario School Surveys, 1987.

Summary of Programs/Courses Teaching Abuse Prevention In Hamilton Public Schools

Grade	Course / Program	Topic / Content	Compulsory Program	Optional Course/Unit
4	Health	Helpful and harmful drugs (tobacco)	X	
5	Health	Alcohol - as a drug	X	
6	Health	Marijuana - Its effect The Law Developing a sense of responsibility	X	
4, 5, 6	Values Education	Operation Prepare Units - written jointly with Police Department. These focus on problem solving and decision making and can serve as diagnostic tools to make teachers aware of a child's problem.	1 per Grade	
4 - 8	Lung Association Cancer Society	Many schools involve these groups in special projects during Cancer Month or during non-smoking campaigns.		X
7	Health	• Smoking dangers/peer pressure • Alcohol/Alcoholism as a family problem • Consequences of Marijuana use	X	
8	Health	• Prevention of smoking • Alcohol as our #1 social problem • Decision making about Marijuana	X	

Grade	Course / Program	Topic / Content	Compulsory Program	Optional Course/Unit
9	Health	• Making sensible decisions about alcohol use • Effects of alcohol abuse on family life • Effects of alcohol abuse on the body	X	
10	Health	• Hazards of drinking and driving • Alcohol / Driving & death • Personal drug use and its consequences		X
11	Health	Use and misuse of prescription and legal drugs		X
8	Family Studies	Safe lifestyle, coping with peer pressure, family security.	X	
9	Family Studies	Sound food choices - investigation of nutrients and substances in food and their effects (includes drugs and alcohol)		X
10	Family Studies	Decision making about drug and alcohol use as a part of Personal Life Management Course		X
11	Family Studies	Parenting course - a variety of objectives related to drug abuse, decision making, etc.		X
11	Consumer Education & Law	New course being written. Unit on personal law which may include narcotics.		X
11, 12	Law (Basic Level)	Unit on drug abuse prevention		X

Grade	Course / Program	Topic / Content	Compulsory Program	Optional Course/Unit
9	Health	• Making sensible decisions about alcohol use • Effects of alcohol across a family life • Effects of alcohol abuse on the body	X	
10	Health	• Reasons for drinking and driving Alcohol / Driving 3 hours • Problems of drug use and its consequences		X
11	Health	Use and abuse of prescription and legal drugs		X
8	Family Studies	Sole parenting, coping with over pressure family concerns	X	
9	Family Studies	Solvent abuse awareness - prevention of solvent and glue abuse in our community and alternative activities (drugs, low self esteem)		X
10	Family Studies	Decision making about drug and alcohol use as a part of Problem Solving Assessment Centre		X
11	Family Studies	Parenting course - a variety of topics/issues relevant to drug abuse (peer pressure, bullying, etc)		X
11	Contemporary Education & Law	Novice drivers being weaker. Effect on driving law which may include alcohol		X
11, 12	Law (Basic Level)	Unit on drug abuse prevention		X

Grade	Course / Program	Topic / Content	Compulsory Program	Optional Course/Unit
11	Biology	Experiments using daphnia to determine the effects of various quantities of drugs (alcohol, nicotine, and others)		X
9 - 12	Values Education	Impaired Driving, Coping with Alcohol and Alcoholism - these units could be integrated in any of the above programs		X
OAC	Family Studies	Independent study units The Family with Adolescents		X
7 - OAC	Police Department - S.A.D.D., Research Addiction Foundation, Cancer Society, Lung Association	Many Principals support campaigns of these groups through assemblies, classroom speakers, films, materials and individualized programs for students in difficulty.		X
7 - OAC	Counselling Guidance / Administrators	Individual counselling for students through Guidance/Vice-Principals' interviews. Support for effective decision-making and coping with peer pressure. Referrals to agencies, therapeutic help, etc.		X

1 - OVC	[illegible]	[illegible]		X
1 - OVC	[illegible]	[illegible]		X
OVC	[illegible]	[illegible]		X
3 - 15	[illegible]	[illegible]		X
11	[illegible]	[illegible]		X
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

A G E N D A

DEVELOPMENT COMMITTEE

1988 11 03

Confirmation of the minutes of the last regular meeting.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Presentations from the following groups:
   .Secondary School Peer Counselling
   .Dr. Peter Knight (Council on Road Trauma)
   .Mr. A. Friesen (Addiction Research Foundation)
   .Sgt. Forden, Hamilton-Wentworth Police Department.

2. Report from the officials re Child Care Policy. (attached)
   pages 1-9

3. Report of the Special Education Advisory Committee.(attached)
   pages 10-18

NEW BUSINESS:

1. Presentation by M. Kilby, Principal of Continuing Education re Adult Education

100 Main Street West
Hamilton, Ontario
1988 10 26

To the Chairman and Members
The Development Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: Proposed Child Care Policy

The following report has been prepared in response to the direction given at the June 2 Development Committee meeting,

Moved by Mrs. Van Horne:

That administration review existing policies of the Hamilton Board of Education and other Boards of Education and come back to the Development Committee with a draft policy regarding Day Care and consideration of appointing a Day Care Co-ordinator and under what auspices would be the responsibility of Day Care programs.

Prepared by: Judi Binns, Co-ordinator of Family Studies
Chair, Board Staff Child Care Committee

Submitted by: Gail Rappolt, Assistant Superintendent of Curriculum

Approved by: K. A. Rielly, Director of Education and Secretary

RECOMMENDATIONS

1. That the Board of Education accept the proposed policy, in principle as a framework for the development of specific guidelines. (See Appendix 1)

2. That the Board of Education hire a child care advisor/administrator who has early childhood education qualifications. (See Appendix 2)

3. That the child care advisor/administrator be hired to begin no later than January 1, 1989. (See Appendix 3)

4. That the child care advisor/administrator report to the Family Studies Co-ordinator in the Curriculum and Special and Educational Services Department. (See Appendix 4)

5. That the Board of Education utilize the existing incorporated board that operates Hill Park Lambs Childrens' Centre. (See Appendix 5)

Appendix I

PROPOSED POLICY

That the Board of Education for the City of Hamilton:

- endorse the value of child care programs in schools
- endorse the need for the co-ordination of its involvement in child care
- endorse the philosophy that the keys to quality child care are: the consideration of the needs of children, the provision of services to encourage appropriate child development, and adequate funding
- endorse co-operation with the agents of other provincial government ministries and municipal authorities in provision of child care
- endorse a commitment to be involved in the establishment of new facilities and to review those which currently exist in association with the Board of Education
- endorse a commitment that a priority use of available space be for child care programs

Appendix II

ROLE DESCRIPTION

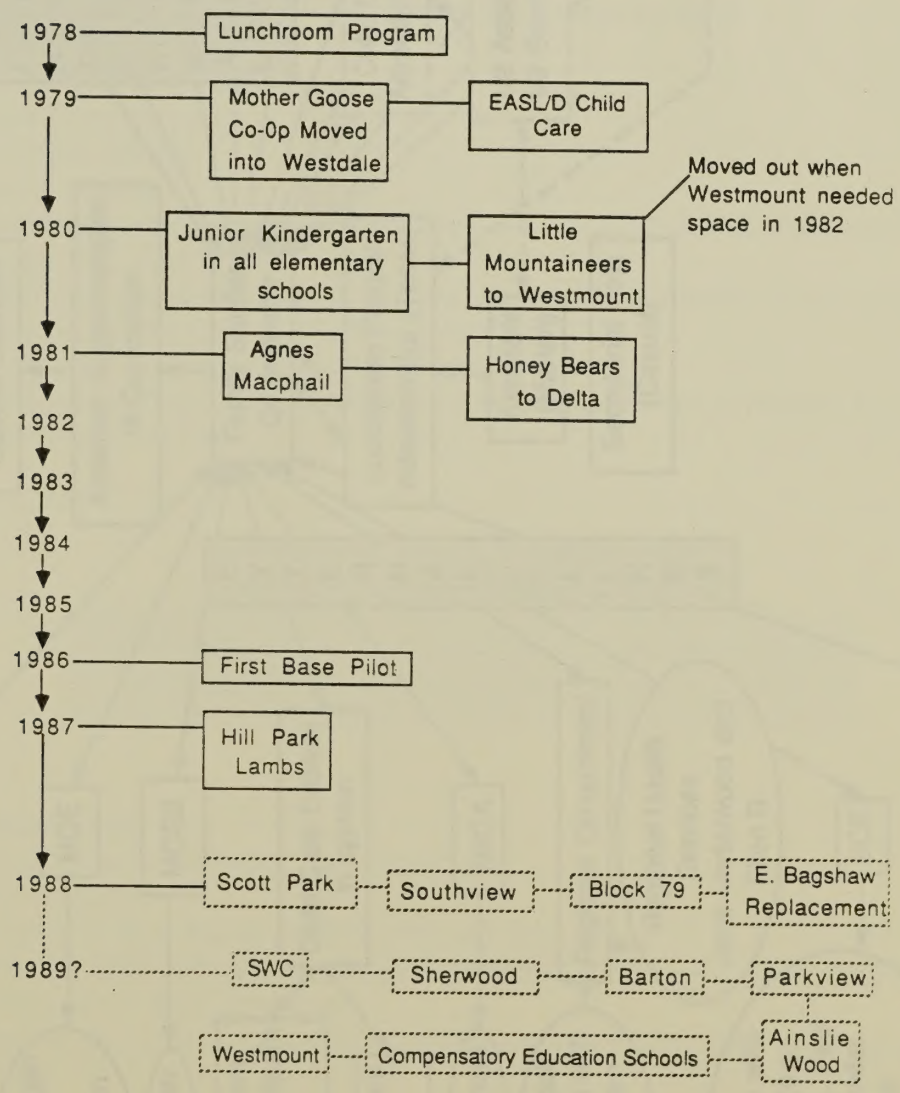
Child Care Advisor/Administrator

- act as a resource person and consultant to the parent/community child care groups
- assist communities and schools in needs assessments, waiting lists and procedures to establish child care programs
- liaise with the government and community agency representatives on child care policies and regulations and grant applications
- work intensively with program supervisors and advisory committees (or boards) for the start up period and first year of operation
- liaise with child care operators of facilities in HBE schools
- supervise budgeting and grant management of the centres and their advisory committees
- be an ex officio member of each child care parent/community advisory committee or board of directors
- assist in hiring of program supervisors for centres
- work with principals and community groups developing and evaluating child care programs
- provide professional development for program supervisors
- continue to focus on program as well as operational aspects of centre

Appendix III

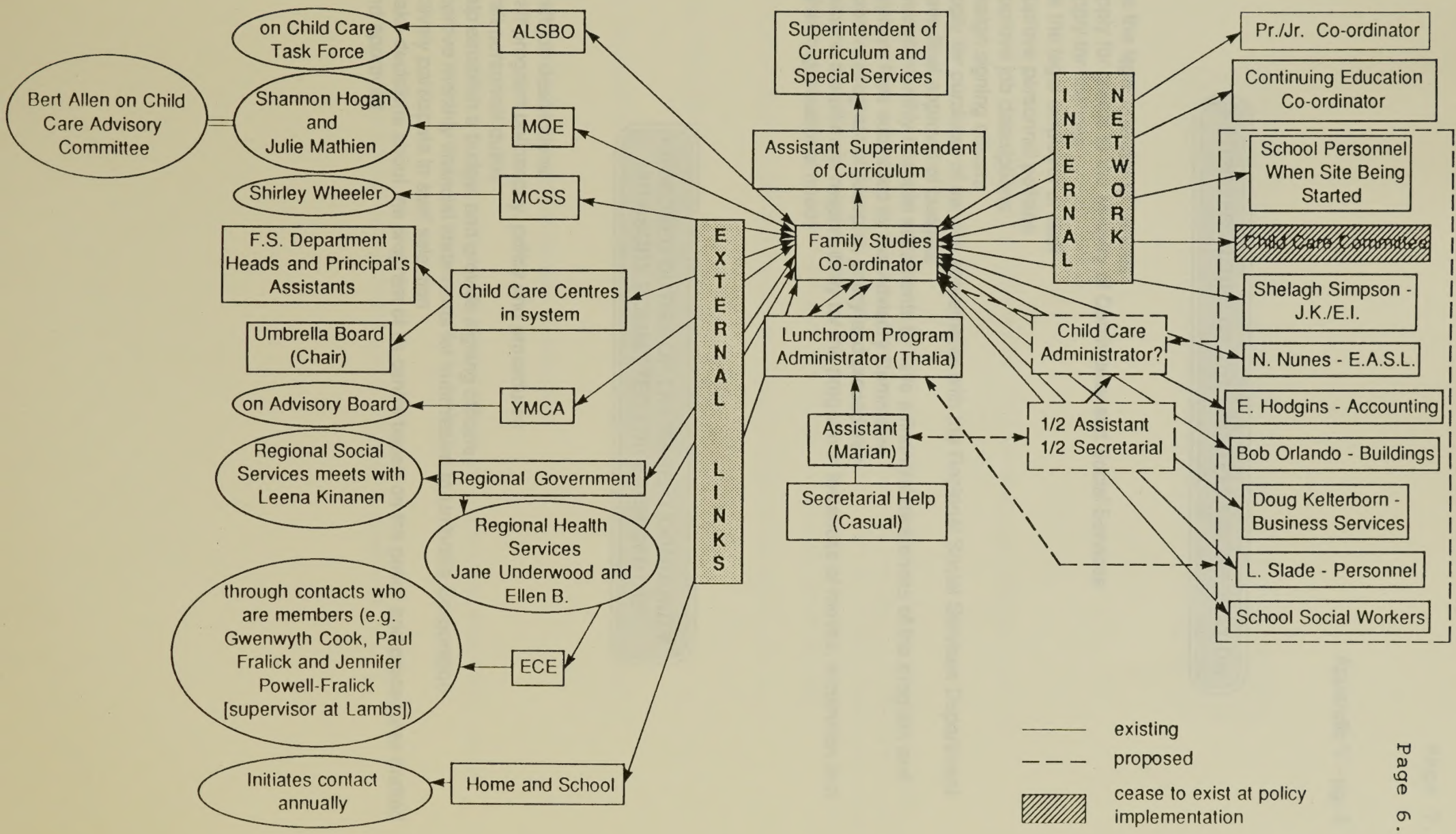
GROWTH OF BOARD INVOLVEMENT WITH CHILD CARE

Board of Education for the City of Hamilton



The need for this role is immediate. As shown above, there are four sites currently in the planning stage (1988) and several other sites expressing interest (1989). It will not be possible to investigate these sites without staff in the above role.

FAMILY STUDIES CO-ORDINATOR'S INVOLVEMENT WITH CHILD CARE



PROPOSED DUTIES OF THE UMBRELLA CORPORATION

- be the legal operator of centres
- apply for grants to the Ministry of Community and Social Services
- apply for licences
- be the legal employer of staff
- approve personnel policies
- approve job descriptions
- assign signing officers
- apply for purchase of service agreements with the Regional Social Services Department
- have final approval of budgets
- receive monthly financial statements to have a financial awareness of the program and approve fees submitted by the Advisory Committee
- approve program philosophy, policy and procedures
- assume the ultimate responsibility for the program in instances of moves, expansion and other organizational needs

PROPOSED DUTIES OF THE PARENT/COMMUNITY ADVISORY COMMITTEE FOR EACH CENTRE

- draft job descriptions
- draft program philosophy, policy and procedures
- draft personnel duties
- help establish a budget and provide signing officers
- approve monthly financial statements for submission to Umbrella Corporation
- actively participate in staff selection
- make decisions about the program of its centre based on the policy and procedures drafted and approved

HOW TO UTILIZE THE EXISTING INCORPORATED BOARD — THE UMBRELLA FAMILY AND CHILD CENTRES OF HAMILTON

Quoting the Objects of Incorporation:

"The Corporation is to operate Child Care Centres to be licensed under the Day Nurseries ACT."

Currently this Umbrella Board administers only the Hill Park Lambs Childrens' Centre. Following the recommended transition of the Umbrella Board to one that would operate several centres, the administration of the Lambs Centre would be done by an Advisory Board consisting of local school and centre personnel plus parents and the child care advisor/administrator, and also the Ministry of Community and Social Services Program Consultant as an advisor.

The recommended membership of this "at-arm's-length" board be:

- two elected trustees of the Board of Education for the City of Hamilton
- the Superintendent of Curriculum and Special Services or designated person
- an annual appointee of the Director of Education
- five members drawn from the community who have expertise or responsibilities that link them to the philosophy and policy being implemented.

(The Child Care Advisor/Administrator will be included as a resource person)

Appendix VI

REFERENCES USED

- Child Care In Schools
  Ministry of Education and Ministry of Community and Social Services
  January, 1988

- The Role of Schools in Child Care
  A.L.S.B.O. Draft Report from the Task Force on Child Care
  August, 1988

- Researched Data from Seven Ontario School Boards

- Journal Articles, Government Publications and Current Literature on Child Care

- Special Education Advisory Committee Ad Hoc Report to Board Staff Child Care Committee

REPORT OF THE
SPECIAL EDUCATION ADVISORY COMMITTEE

Present: J. Bishop (Chairman), Trustees Baskin, Deans and Van Horne. Mesdames Dalziel, Knol, Masters, Oommen and Trott; Drs. Jacobs and Toby; Messrs. Foster and Ormerod.

Also Present: A. Mutart (Hamilton Teachers' Federation)
A. Kunc (Hamilton Principals' Association)
G. Perrault (Headmasters)

Officials Present: J. Yurkiw (Assistant Superintendent, Special Services)
R. Adams (Co-ordinator, Special Education)
F. Neumann (Administrative Assistant to the Superintendent of Curriculum and Special Services)

The Committee recommends:

GENERAL

1. That the attached report on Child Care be forwarded to the Development Committee, along with the thirteen recommendations contained therein.

Respectfully submitted

Judith Bishop
Chairman

Meeting Room
1988 10 19

1

TO : SPECIAL EDUCATION ADVISORY COMMITTEE

FROM : THE AD HOC COMMITTEE ON CHILD CARE.

Introduction:

The members of the Ad Hoc Committee have examined the current policies of the Ministries of Community and Social Service and Education, and the Board of Education for the City of Hamilton. It has also consulted documents from other boards, and a Special Needs Children in Day Care Survey carried out by the Hamilton Interagency Committee (now called the Special Needs Preschoolers Network). This report will be made according to guidelines suggested by the Ministries of Education and Community and Social Services. The relationship between them with regard to child care has been defined :

> The Ministry of Community and Social Services (MCSS) has primary responsibility for the provincial government's commitment to the provision of child care services. However, the Ministry of Education (MOE) operates in a supportive role in carrying out the commitments (made by the Ministry, and in conjunction with the Ministry of Community and Social Services).(1)

Type of program to use the Child Care Facilities in the Board's schools.

The Ministry of Community and Social Services 'is determined that future child care growth will be in the non-profit sector'(2). The committee notes that only non-profit child -care programs will be able to receive start-up and capital funding from the Ministry of Community and Social Services. The committee agrees with the Ministry position;

only non-profit organisations should provide child care services in the Board's schools.

Because parent participation with programs dealing with children is so important the committee recommends:

1) **CO-OPERATIVE CHILD CARE PROGRAMS SHOULD BE GIVEN THE FIRST PRIORITY FOR CHILD-CARE SPACE BY THE BOARD.**

Population to be Served.

a) School-age children (3.8 years to 12 years)

The Ministry of Education has defined its commitments to child care in schools as

- providing capital funds to ensure the provision of child care spaces in all new schools for 1988-89 and in future years contingent upon availability of resources.

- encouraging school boards to increase the use of available school board space for child care, especially for school-age children (3 years 8 months to 12 years)

- collaborating with MCSS on pilot projects which demonstrate flexible approaches to providing child care for school-age children.(3)

The Board of Education for the City of Hamilton has already established a Board Staff Committee on Child Care which reported to the Board on May 10, 1988. It identified that there is a need for

> expansion of school-age care, one or two centres for teen parents and their children, provision of more family studies learning centres, meeting immigrant family needs especially re preparation of children for entry into the school system, consideration of parent and child drop-in centres, consideration of workplace child care e.g. in co-operation with other businesses in downtown Hamilton. (4)

The committee accepts the Ministry of Education's emphasis on the importance of providing space for school-age children, especially in elementary schools. Therefore it recommends that:

2) CHILD CARE FACILITIES WITHIN ELEMENTARY SCHOOLS BE AVAILABLE ONLY FOR SCHOOL-AGED CHILDREN.

3) CHILD CARE FACILITIES IN HIGH SCHOOLS SERVE THE IDENTIFIED CHILD CARE NEEDS OF THE COMMUNITY, WHICH THE COMMITTEE EXPECTS WOULD INCLUDE SOME OF THE OTHER NEEDS ALREADY NOTED BY THE BOARD.

b)Licensed for Integrated Care.

> The Ministry of Community and Social Services has made the integration of exceptional children a priority where child care programs are concerned. Although this area needs to be clarified, it would seem that any child enrolled in a school program and whose parents wish to use the child care program should have access to that program subject to contingencies like availability of space.'(5)

The Survey of the Interagency Committee identified 27 % of all children served by 36 day care centres in Hamilton exhibited some kind of special need. (6) Therefore the Committee recommends that:

4) CHILD CARE FACILITIES IN ELEMENTARY SCHOOLS BE LICENSED

FOR INTEGRATED CARE.

5) FACILITIES BE FULLY ACCESSIBLE TO THE PHYSICALLY HANDICAPPED AND THE AGE GROUP TO BE SERVED.

6) THAT THE RATIO OF SPECIAL NEEDS CHILDREN TO REGULAR CHILDREN BE ONE TO FIVE.

Resources and Programs

The 1986 Hamilton report notes the paucity of resources available for children with special needs. Those who referred the children as having special needs, often failed to provide information as to what their needs were. (7) The Board report identified a need for: 'a flexibility and co-ordination of staff who work with children to foster communication and co-ordination among those involved in different phases of programming for the same child.'(8) The Toronto Board has adopted a policy of encouraging co-ordination between day care/nursery school programs and kindergarten/primary programs. (9) Therefore the committee recomends:

7) CHILDREN IDENTIFED AS HAVING SPECIAL NEEDS THROUGH THE BOARD'S EARLY IDENTIFICATION PROGRAM OR OTHER FORMS OF ASSESSMENT, WHERE THERE IS PARENTAL APPROVAL, BE REFERRED FOR EXTENDED DAY CARE WITH A SUBSIDY PROVIDED.

8) REGULAR MEETINGS BE SCHEDULED FOR STAFF IN THE SCHOOL AND THE CHILD CARE FACILITY STAFF SERVICING THE SAME CHILD.

9) RELEVANT INFORMATION ABOUT CHILDREN, WITH PARENTAL PERMISSION, BE SHARED BETWEEN THE SCHOOL AND CHILD CARE PROVIDERS.

Planning of the Child Care Facility

The Ministries of Education and Community and Social Services have laid down guidelines for planning child care facilities in schools:

> The space-planning for the new school buildings should be a co-operative process betwen the school board's architect, the school, the child care corporation (if/when chosen) and the MCSS are child care consultant.
>
> Where existing school space is being renovated for a child care program, the above process would also apply.(10)

Therefore the Committee recommends:

10) THE PLANNING PROCESS OUTLINED IN CHILD CARE IN SCHOOLS BE FOLLOWED.

The Committee expects that the physical planning will reflect the need for a child centred place, and in elementary schools be in close proximity to the Board's early childhood education program. Consideration ought to be given to the needs of school-aged children over six years in before and after school programs. Adequate outdoor play space might best be met by the JK, SK, and child care centre sharing the use of an outdoor playground.

In relation to the proposed plans for the new elementary school on Ravenbury Drive the committee would like to know the number and proposed age of children to be served. (Please see attached plans). The plans for the child care facility show rooms and playground that are smaller than those for the JK and Sk. There appears to be no physical provision for before and after school programs. Therefore the committee recommends:

11) THAT SEAC REQUEST INPUT INTO THE PLANNING OF THE RAVENBURY DRIVE SCHOOL'S CHILD CARE FACILITIES.

Community Boards.

The Toronto Board's 53 School Age Child Care (4 & 5 years) and 59 School Age Child Care (6 - 9 years) are operated by boards of directors ~~composed~~ of whom at least 50% are parents.(11) Therefore the committee recommends that:

12) CHILD CARE PROGRAMS AT EACH SCHOOL SHOULD BE OPERATED BY A BOARD OF DIRECTORS, COMPOSED OF THE PRINCIPAL PARENTS AND A SCHOOL TRUSTEE. AT LEAST 50% OF THE DIRECTORS WILL BE PARENTS OF CHILDREN IN THE CHILD CARE PROGRAM.

Compiled by:
Trustee Deans
Doreen Knol
Judith Bishop.
October 17 1988.

Footnotes.

1.Ontario Child Care in Schools: Questions and Answers Toronto: Ministry of Community Social Services and Ministry of Education, 1988, p.2.

2. Ontario New Directions for Child Care Ministry of Community and Social Services, 1987,p.3.

3. Child Care in Schools Op.Cit., p.3.

4. Report Re: Child Care to Operations Management Committee, May 10, 1988,p.10.

5.Child Care in Schools Op.Cit.,p.6.

6.Special Needs Children in Day Care Survey A report of the Hamilton Interagency Committee, September 1986.

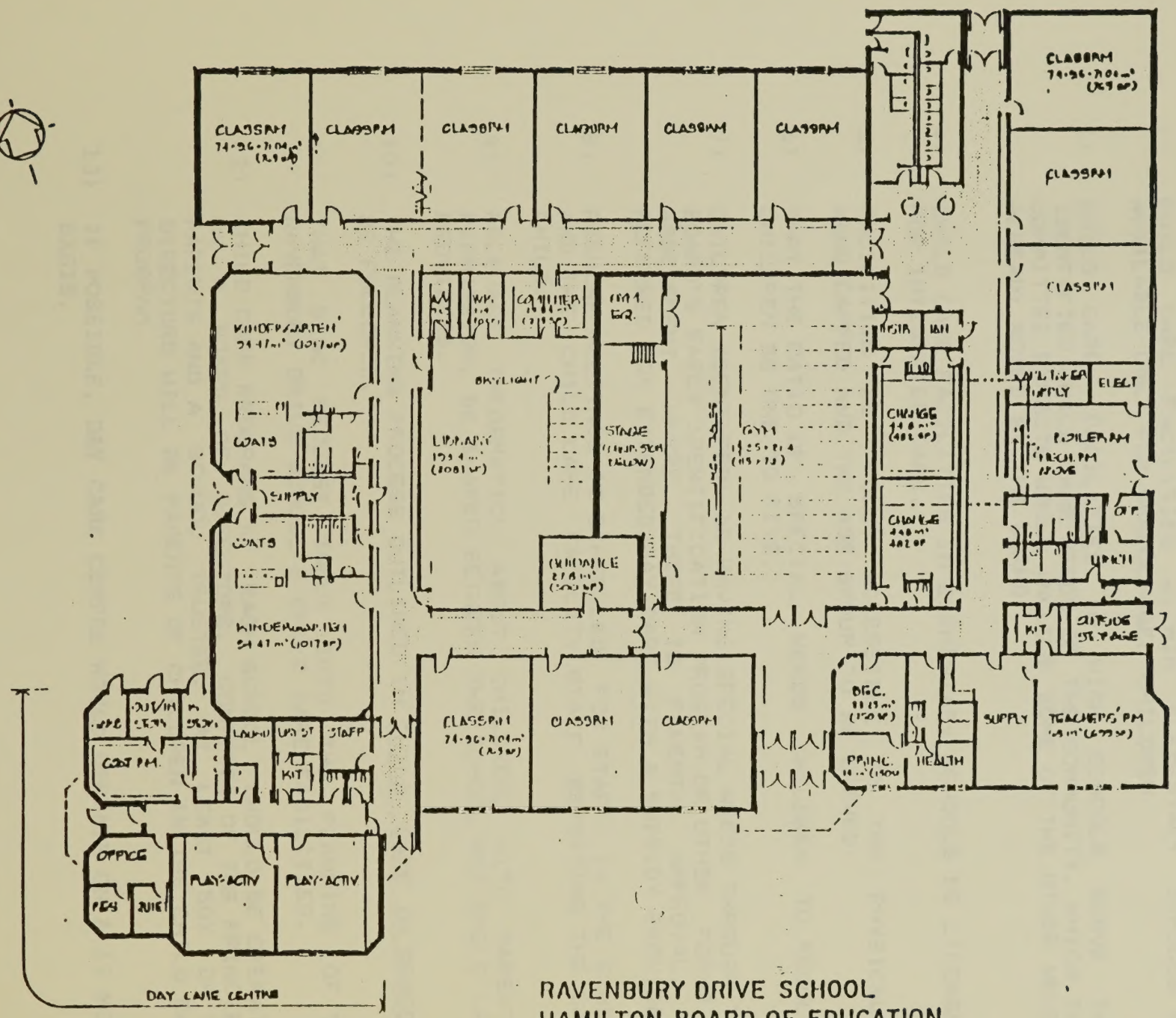
7.Special Needs Children in Day Care Survey Op.Cit.

8. Report Re Child Care, Op.Cit., p.10.

9. Child Care Centres in Toronto Schools Early Childhood Education Department, Toronto Board of Education, April 1988.

10. Child Care In Schools Op.Cit., p.4.

11. Child Care Centres in Toronto Schools Op.Cit.



RAVENBURY DRIVE SCHOOL
HAMILTON BOARD OF EDUCATION
Moeller & Hassell Architect and Engineer Inc

1) CO-OPERATIVE CHILD CARE PROGRAMS SHOULD BE GIVEN THE FIRST PRIORITY FOR CHILD-CARE SPACE BY THE BOARD.

2) CHILD CARE FACILITIES WITHIN ELEMENTARY SCHOOLS BE AVAILABLE ONLY FOR SCHOOL-AGED CHILDREN.

3) CHILD CARE FACILITIES IN HIGH SCHOOLS SERVE THE IDENTIFIED CHILD CARE NEEDS OF THE COMMUNITY, WHICH THE COMMITTEE EXPECTS WOULD INCLUDE SOME OF THE OTHER NEEDS ALREADY NOTED BY THE BOARD.

4) CHILD CARE FACILITIES IN ELEMENTARY SCHOOLS BE LICENSED FOR INTEGRATED CARE.

5) FACILITIES BE FULLY ACCESSIBLE TO THE PHYSICALLY HANDICAPPED AND THE AGE GROUP TO BE SERVED.

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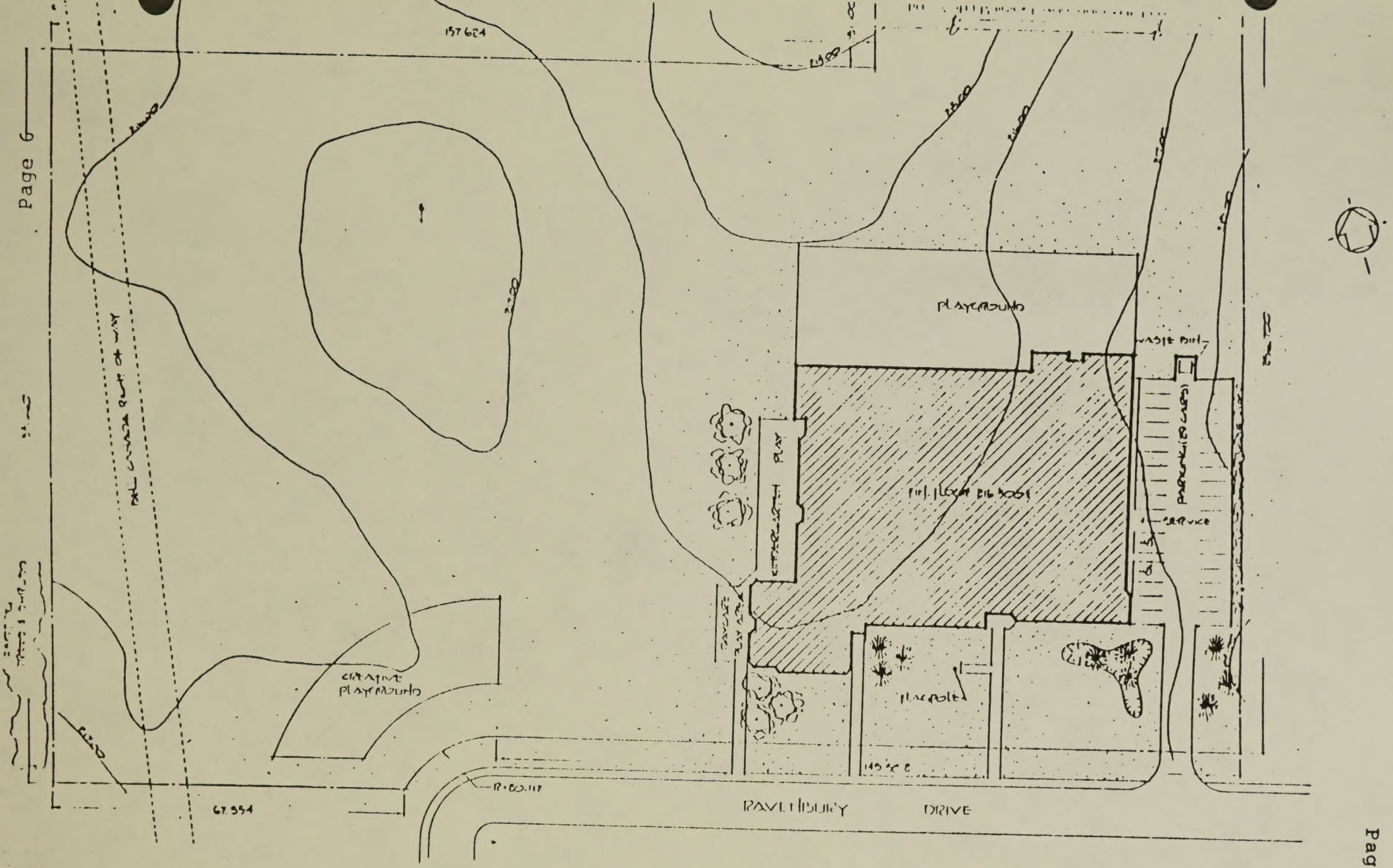
10) THE PLANNING PROCESS OUTLINED IN <u>CHILD CARE IN SCHOOLS</u> BE FOLLOWED.

11) THAT SEAC REQUEST INPUT INTO THE PLANNING OF THE RAVENBURY DRIVE SCHOOL'S CHILD CARE FACILITIES.

12) CHILD CARE PROGRAMS AT EACH SCHOOL SHOULD BE OPERATED BY A BOARD OF DIRECTORS, COMPOSED OF THE PRINCIPAL PARENTS AND A SCHOOL TRUSTEE. AT LEAST 50% OF THE DIRECTORS WILL BE PARENTS OF CHILDREN IN THE CHILD CARE PROGRAM.

13) IF POSSIBLE, DAY CARE CENTRE WOULD OPERATE ON A 12 MONTH BASIS.



SCALE

RAVENBURY DRIVE SCHOOL
HAMILTON BOARD OF EDUCATION
Moeller & Hassell Architect and Engineer Inc

A G E N D A

DEVELOPMENT COMMITTEE

1988 12 05

Confirmation of the minutes of the last regular meeting.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Future Initiatives Regarding Substance Abuse - **pages 1 - 14.**

2. Interim Report from the Secondary School Study sub-committee on Vocational School Accommodations - **page 15.**

NEW BUSINESS:

1. Update - Westmount 1990 - **pages 16 - 32.**

100 Main Street West
Hamilton, Ontario
1988 11 25

To the Chairman and Members
Development Committee
Hamilton Board of Education

Ladies & Gentlemen:

Re: Future Initiatives Regarding Substance Abuse

Information has been presented to Committee members regarding current school and community initiatives in order to prevent and combat substance abuse.

For your interest, edification and future consideration the following is attached:

- **Review of "Schools Without Drugs" U.S. Handbook and Newsletter**
- **Black Report: Executive Summary and Recommendations**
- **Suggestions for Future Initiatives**

Prepared & Submitted by: Peter S. Beveridge
Superintendent of Curriculum and
Special & Educational Services

Joseph M. Yurkiw
Assistant Superintendent
Special & Educational Services

Approved by: Keith A. Rielly
Director of Education and Secretary

JMY/pgb

Schools Without Drugs
U.S. Department of Education
1987

This soft cover handbook is a U.S. federal initiative directed to school boards in order to deal with the problem of drugs. It provides excellent information to educators - parents as well as students and community groups relative to prevention of drug abuse. It is basically an Anti-Drug Resource Handbook.

There is no mention however, of alcohol or tobacco use. It provides a series of fact sheets on marijuana, inhalants, cocaine, stimulants, depressants, hallucinogenics, narcotics and designer drugs. Examples of successful school and community programs are also provided.

Most of the statistics relate to the U.S.A. and suggestions and guidelines.regarding appropriate community resources, suspension/expulsion legislation relate to the American scene. Use of "school security personnel" and "mandatory identification badges" would appear extreme for our schools.

In general, the booklet is a good resource for any future consideration regarding school and community initiatives.

The Challenge
September 1987

The above newsletter is also a federal initiative directed towards participating schools in the U.S. and it accompanies the above handbook. It promotes school programs and codes of discipline that are to lead to "drug free" schools. Again, removing American references, there are some excellent articles for school administrators and parents.

Recommendation

That the handbook be used as a resource for future program planning.

JMY/pgb

REPORT OF THE TASK FORCE ON ILLEGAL DRUG USE IN ONTARIO

Ken Black, M.P.P.
Muskoka–Georgian Bay

1988

EXECUTIVE SUMMARY

The use of illegal drugs in Ontario is a serious problem.

There are several indicators that the problem of illegal drug use in Ontario is escalating in size and scope.

Reduction in the use of illegal drugs must focus on two dimensions - supply and demand.

Just as we cannot isolate illegal drug use from the larger problem of substance abuse, we cannot deal with substance abuse in isolation from the many other social and health problems with which it is linked.

The Addiction Research Foundation (ARF) publishes results of biannual surveys of drug use by adolescents in our schools from grades 7 through 13, and by adults in households across the province.

ARF statistics for 1987 show that 22% of Ontario students, ages 11 to 19, reported using illicit drugs.

Among adults in 1987, 9% reported annual use of cannabis, down slightly from the reported figure in 1985

Lifetime cocaine use in 1987 was reported by 6% of adults.

ARF calculates that for 1986/87, the economic price to Ontario of illegal drug use was $1.9 billion.

The total economic loss to the province in 1986/87 resulting from drug addiction and abuse is estimated to be in excess of $9 billion.

The Task Force found that activities and programs aimed at reducing, preventing or coping with illegal drug use are being offered in, by, and for many sectors of the community. However, there is no central co-ordination or planning to the overall program delivery.

ARF advises that there are 204 alcohol and drug addiction treatment programs, an increase of 18 from 1986 and 37 from 1983. The total cost for all these addiction programs is approximately $60 million.

The response of the public to the phenomenon of illegal drug use is, predictably, one of concern.

Concern over hard drugs, that is, cocaine and heroin, ranked second overall, among 82% of the people

polled, just behind concern over drinking and driving.

Reducing the demand for illegal drugs has several facets.

It is vital to understand that education programs must not only increase knowledge, but must change attitudes and encourage positive behaviours.

The preferred approach will provide young people with the knowledge, skills, attitudes, and values they need to cope, not only with substance abuse but with other issues which impact on healthy living. It will meet the needs of our young people in the most cost-effective and time-efficient manner possible.

One of the key elements in effective prevention is the provision of appropriate intervention and counselling programs to assist young people who are particularly susceptible or who may be in the early stages of drug use.

We need to involve the total community in programs of prevention.

At the same time, we must not diminish our efforts to curtail the supply of illegal drugs.

The overall aim of a control strategy must be fully

compatible with all aspects of the prevention strategy.

We saw a predominant belief that the most effective approach to drug enforcement was through the combination of temporary joint forces operations and more permanent joint forces.

Increasingly, the individual in need of assistance is relatively young - early teens to late 30s.

Successful treatment and rehabilitation should be based on the physical and psychological needs of the individual.

It should also be recognized that the drug problem is very often symptomatic of a larger, family problem.

As a result of the variations in background, circumstances, ages and needs of those requiring treatment, there is no one "right" program.

The need in Ontario, then is for a wide range of comprehensive intervention, counselling, and treatment programs available to all residents of this province regardless of their age or their geographical location within the province.

Finally, there is a great need for the development and implementation of program evaluation throughout the

intervention and treatment field.

Employee Assistance Programs have, in the view of the Task Force, a great potential in the fight against illegal drug use.

Wherever possible, new programs and services should be implemented through existing agencies to minimize administrative costs.

It is the view of the Task Force that there exists some very real needs and gaps in service because of a lack of a co-ordinated and focused approach. The provincial government must play the lead role in ensuring co-ordination and focus.

Indifference to the problem is not acceptable. We are not so helpless or unimaginative that we cannot devise appropriate solutions. And now is the time to act.

TASK FORCE ON THE USE OF ILLEGAL DRUGS

LIST OF RECOMMENDATIONS

I. That the Ministry of Education review the recently announced mandatory health education program to be implemented in Grades Kindergarten to Grade 10 by September 1, 1989, to ensure that such programs provide a comprehensive approach which focuses on the development of healthy life-style practices.

II. That age-appropriate drug education be an essential component of health education courses beginning in the primary division.

III. That the Ministry of Education seek the co-operation of Faculties of Education in developing and implementing additional qualification courses in Healthy Living Education with a significant drug education component, and that such courses be offered throughout the province beginning in July, 1989.

IV. That the Ministry of Education in consultation with school boards, teacher federations and other interested agencies, review possible options which would provide for continuing effective drug education to be implemented in all Ontario secondary schools no later than September, 1990.

V. That the Minister of Education require all Boards of Education in Ontario to develop and implement comprehensive drug education policies and programs dealing with core curriculum, intervention and counselling, and school discipline no later than September, 1991.

VI. That the Ministry of Education provide boards of education with appropriate financial support to assist with program development and in-service training related to the development and implementation of comprehensive drug education programs over the next three years.

VII. That the Ministry of Health, through District Health Councils in co-operation with Social Planning Councils, and Addiction Research Foundation staff, where available, initiate the formation of broadly-based Community Action Groups to plan and implement programs of parent education and public awareness related to the integration of non-use of illegal drugs into healthy lifestyle practices.

VIII. That the Ministry of the Solicitor General encourage and support the use of joint forces operations and task forces in its efforts to reduce the supply of illicit drugs in Ontario including, where necessary, the acquisition of specialized equipment and unique enforcement facilities, and additional special funding.

IX. That additional funding be provided to the OPP to increase the complement of the Drug Enforcement Section by 32 members and 4 support staff. To effectively utilize the additional complement, the Drug Enforcement Section will also require funding for direct operational expenses.

X. That the OPP review the feasibility of funding to increase their civilian complement with employees who have special skills in language and technological backgrounds, to further support the drug enforcement section.

XI. That the committee of officials in the Ministry of the Attorney General presently examining the issue of the delays in the criminal courts be given sufficient resources to quickly and thoroughly study the management of caseflow, and the adequacy of current facilities in accordance with the findings of the Zuber Report on improved delivery of criminal court services.

XII. That federal and provincial justice officials pursue discussions with a view to achieving an agreement enabling Ontario Crown Attorneys to assume prosecution of offences under the Food and Drugs Act and the Narcotic Control Act.

I recommend further that the use of part-time or per-diem prosecutors be eliminated wherever possible, particularly in relation to serious

XIX. That the Solicitor General introduce an amendment to the Private Investigators and Security Guards Act requiring part-time security guards employed to provide security at large public gatherings be licenced under that Act and properly instructed in the law by the employing agency or individual.

I further recommend that a multi-disciplinary crisis intervention team be in attendance, at the expense of the concert promoter, at all rock concerts or similar large public gatherings to assist in situations of medical or other emergency.

XX. That adequate resources be made available to police forces to provide special production as required in our schools and schoolyards, in our recreational centres, and in our public housing projects.

XXI. That the Ministry of Health, through local District Health Councils, give a high priority to a review of existing programs and services related to treatment in each area of the province, and develop a long term plan to ensure the availability of a full range of comprehensive intervention, counselling, and treatment programs accesible to all residents of Ontario.

XXII. That the Ministries of Health and Community and Social Services give a high priority to a co-operative effort to establish additional programs and services for adolescents and teen-agers in Ontario at the earliest possible moment.

XXIII. That the Ministry of Health give particular attention to the needs of Northern Ontario in their review of programs and services related to intervention, counselling, and treatment, and to the development and implementation of appropriate programs and services in all remote and isolated areas of Ontario.

Narcotic Control Act and Food and Drugs Act prosecutions.

XIII. That federal and provincial justice officials pursue discussions aimed at removing any impediments to the effective implementation of seizure-of-proceeds legislation.

XIV. That federal and provincial justice officials pursue an amendment to the Criminal Code to create a specific offence of counselling, aiding, or abetting a youth to commit any offence under the Narcotic Control Act, Food and Drugs Act, Criminal Code, or certain provincial regulatory statutes. Such an offence should carry a greater penalty than a similar offence committees by an adult in relation to another adult.

XV. That the Attorney General discuss with his federal counterpart, the possible amendment of the privacy provisions of the Young Offenders Act to permit discussions of a young offender's case with persons directly in his or her education, support, or treatment.

XVI. Where there has been evidence of illicit drug use at the trial and conviction of an inmate, incarceration should include drug education and treatment within an environment free of illegal drugs.

XVII. That steps be taken to achieve appropriate legislative changes enabling a court to impose "alternative measures" upon a young person found to have been involved with drugs.

XVIII. That research information concerning criminal activity and drug abuse be consolidated by the Ministry of the Solicitor General in a manner and at a place that permits ready and quick presentation to the Court.

XXIV. That the Addiction Research Foundation play a lead role in clinical research and the development of appropriate evaluation models and, in addition,

XXV. That the Ministries of Health and Community and Social Services require an evaluation component in all programs of intervention, counselling, and treatment which require provincial funding.

XXVI. That business and industry be encouraged, in co-operation with their employees, to develop and implement Employee Assistance Programs, and that the Government of Ontario take a leadership role by implementing such programs in all government ministries and agencies.

XXVII. That initial training and preparation programs for professional and front line workers in the fields of health care, education, social work, recreation, and law enforcement be reviewed by the appropriate professional organizations, educational institutions, and training centres to ensure appropriate education and preparation related to illegal drug use.

XXVIII. That the mandate and operation of the Addiction Research Foundation be reviewed to ensure its ability to respond to emerging needs in the field of research and education in substance abuse in the most cost-effective way.

XXIX. That a provincial government co-ordinating body be clearly identified to provide co-ordination and focus, encourage co-operative approaches among government ministries and between government and other sectors, and provide visible leadership related to the problem of illegal drug use.

FRAMEWORK FOR FUTURE INITIATIVES
Alcohol and Drug Abuse

1. Provide schools with current information and inservice through the use of school and community resources.

   - Curriculum and Service Staff
   - Alternatives for Youth
   - Addiction Research Foundation
   - Hamilton-Wentworth Regional Police
   - Council on Road Trauma
   - Community Service Groups
   - Others

   On-Going - 1988

2. Initiate a health education review of all grades regarding healthy living and alcohol and drug information based on new Ministry guidelines

   September 1989

3. To review and establish the need for possible additional resources (staff) in order to provide appropriate coordination and inservice in the area of Drug Education.

   September 1989

4. Develop Board policy on Drug Education, counselling and intervention services and disciplinary procedures - based on guidelines developed by
   - Advisory Committee on Drug Policy: Ministry of Education

   September 1990

JMY/pgb

Education Centre
100 Main Street West
Hamilton, Ontario
1988 12 01

To the Chairman and Members
Development Committee
Hamilton Board of Education

Ladies and Gentlemen:

The Vocational Subcommittee met three times with the following purposes:

- A short-term solution for Albion students and staff.
- A long-term recommendation for vocational education city-wide.

About a dozen proposals for the relocation of Albion were studied. The committee looked at several criteria for the application of each proposal. Some of these criteria were: program, cost, disruption of other schools, co-education, school size, available shops, and transportation. Time and overall expenses were also considerations.

Ultimately, from the discussion there emerged consensus on:

- reduction of the number of vocational schools in service.
- co-education as a means of delivery
- the maintenance of a school size no bigger than 400-500.

The committee had input from its members, from vocational principals, and from questionnaire surveys done at Albion and Briarwood. Information was gathered about current vocational organization in Peel County, Waterloo, Halton, and Toronto.

After discussion and review, the committee agreed to the following recommendations:

- That Albion students move to Parkview for September of 1989. Students will be offered the option of attending Ainslie Wood or Crestwood based on boundaries or program with consideration given to maintaining the co-ed ratio at Ainslie Wood.
- That the Hamilton Board of Education establish one co-educational school for vocational students in September of 1990 at one of Delta, Parkview or Briarwood.
- That the Hamilton Board of Eduction establish an adult school in September of 1990 at Delta, Parkview or Briarwood.
- That a co-educational school for vocational education be established in the upper city to open in September of 1991 at Crestwood or Caledon.

Prepared and Submitted by: R. Binns, Superintendent of Schools, Area Three
F. Kelly, Superintendent of Schools, Area Two

Approved by: K. A. Rielly, Director of Education and Secretary

The Chairman and Members
Development Committee,
The Board of Education for the City of Hamilton

1988 12 01

Ladies and Gentlemen:

RE: WESTMOUNT 1990

This report is an update on our project since our last report to the Operations Management Committee (1988 - 04 - 12). The report will attempt to highlight the significant steps in our progress towards full implementation.

For those members who may be new to the Board, an executive summary has been included ("Appendix 1"). To give you a summary of contacts made in the year 1987-88, please see "Appendix 2" which is taken from the Principal's Report for that year.

I. NETWORKING CONFERENCE

An attempt is being made to develop a network of people across the province to share resources on a broad basis. On October 4, twelve (12) people representing five (5) Boards spent a full day at our Education Centre. The Boards represented were Metropolitan Toronto Public Board, Toronto Separate, Halton, Hastings Separate Board and our own Board. A representative from the Student Retention Project of the Ministry of Education was unable to attend but is interested in future involvement. As a result of this full day meeting a commitment was made to meet again, to implement a newsletter to share publications, ideas, resources, etc., to share materials useful for collaborative and independent study, and to invite other interested parties to future meetings. The next meeting will be held on January 25, 1989.

II. PHYSICAL PLANT

The Design Team that is looking at the Physical Plant has made its final report. The Superintendent of Plant, Bob Orlando, has visited the school to investigate the changes suggested and to make further suggestions. A draft plan is almost ready. This is devised to enable the building to be an integral part of our goals for the educational process. This draft plan has come about as a result of interdisciplinary efforts and will be given careful consideration by all staff and the Plant Department of the Board before we arrive at a final plan.

III. BUDGET

Greg Rutledge, Budget Manager, has been very helpful in assisting us in the development of a Project Budget. We realize that the next two years are critical if this project is to be properly implemented. A draft copy of the budget is included in "Appendix 3". This will be presented in its final form in the 1989 Budget Proposal. We are continuing to seek support from a variety of resources to become partners with the Board in this project.

IV. PARENTS

This year we are planning meetings for parents that are more specific in focus and that allow for more dialogue. On November 2 a Learning Styles Workshop was offered for parents and students. Attendance was limited to 50. This will be repeated in Semester 2. On December 7, parents are invited to a meeting in which the Geography, Family Studies and Languages Departments will speak to their plans for 1990 with specific examples of learning activities. Three or four other Departments will be highlighted in Semester 2.

V. FEEDER SCHOOLS

A representative from each of our two main feeder schools - Westview and R. A. Riddell - now sit on our Advisory Committee. This gives us a better chance for communication with them. Representatives from Westmount will be present at some of the open houses of these two schools to dialogue with parents who have questions. These parents are also invited to our 1990 meetings for parents.

VI. MINISTRY OF EDUCATION

A verbal commitment has now been received from the Ministry of Education to support Westmount as a special Implementation Program. Our commitment is to try to show that "Technology in Curriculum Delivery will Improve the Student Retention Rate". The Minsitry has committed $50,000 for each of three years (to begin September, 1989) to allow us to hire a full time computer technician, and a part time researcher, and $2500/year for teacher in-service. The Ministry has made it very clear that the scope of the project and their support is open to further negotiation. This involvement will make our project very high profile - not only provincially but internationally.

VII. COMPUTERS

The additional computers that we received this year are distributed throughout the school in small groups as opposed to all being in a large lab. We will experiment with the pros and cons of networking these. We also received a commitment for a group of computers which will be networked not only in our school but with the mainframe. We will pilot the process of monitoring student progress with this network. We are still negotiating with IBM for their involvement in our project. SONY has also indicated an interest in becoming involved with a language lab set-up. We will pursue other possibilities.

VIII. BROCK UNIVERSITY - FACULTY OF EDUCATION

An initial contact has been made with Brock University to become involved. A meeting will be scheduled between Brock University and Westmount personnel to investigate ways of helping each other.

IX. TEACHER IN-SERVICE

The curriculum design team has devised a plan for teacher in-service. The plan includes assistance for Department Heads as well as teachers. Staff members are choosing conferences and workshops that are focussed on our specific goals. Area control of Professional Development funds has facilitated this process.

X. PHASING - IN

Teachers are very busy preparing Learning Guides according to a plan devised in each Department. These are gradually being piloted and field tested. We are developing these with a specific checklist in mind and we are attempting to develop them in a collegial fashion and with the involvement of curriculum co-ordinators.

A tentative Transition Timetable has been devised and will be studied further before implementation at some time next year.

As we proceed with the development of Learning Guides, we are taking into consideration the variety of learning activities for people of all learning styles and the type of timetable structure required for large and small groups.

The needs of the Students in the Gifted Program which is situated at Westmount are also a part of our deliberations.

This report has been prepared and presented for the information of the trustees.

Prepared by: Andrea Robertson, Principal, Westmount Secondary School

Submitted by: Administration of Westmount Secondary School

Approved by: K. A. Rielly, Director of Education and Secretary.

I SETTING

Westmount Secondary School is a fully composite secondary school with approximately 1050 students. Approximately 2/3 of the students are selecting advanced level courses and 1/3 general level courses. Of the 1050 students, approximately 25 are exceptional (learning disabled) and 40 are exceptional (gifted) - for the year 1988-89. Westmount is the only school in the city with a congregated gifted class and we will be in the third year of this program in 1988-89. The number of gifted students will increase in the future - probably to about 80. The number of learning disabled students will also increase - due to the increase in numbers identified in elementary school.

"WESTMOUNT 1990" - EXECUTIVE SUMMARY

"Westmount 1990" is a long-range plan for change. It is our attempt to meet the changing needs of students and to address the changing expectations for Secondary School Education of society, the Ministry of Education, and the Board of Education for the City of Hamilton. I refer to such things as Bill 82 and the expectations for exceptional students, OSIS and the emphasis on the process of education as well as the content, and the Curriculum Model of our Board which mandates a move from a teacher-centered curriculum to a student-centered curriculum.

Our overall goal is to be more effective in meeting the mandate of the Ministry in developing self-motivated, self-directed problem solvers. Our model will, we hope, decrease the number of drop-outs and will ease the inclusion of those students who "drop back in".

The Westmount Model will involve self-pacing in terms of the curriculum delivery. This self-pacing aspect of the model will allow us to more easily address the following curriculum goals:

(1) a move to a more student-centred learning approach,

(2) an ability to address the process of learning as well as the product,

(3) an ability to build in a greater variety of learning experiences,

(4) a move to more of a problem solving approach to learning

(5) an ability to individualize program to a greater extent in areas of methodology, evaluation, objectives, etc.

The curriculum will be presented to students in well designed learning guides which will allow for small and large group sessions as well as independent learning. A variety of evaluation techniques will be used and student progress will be carefully monitored by teachers in a Teacher-Advisor Role.

Students will be involved in designing their own program and this program along with a daily timetable will be submitted to and approved by the Teacher-Advisor. All courses will be designed to meet the requirements of the Ministry of Education curriculum guidelines and OSIS.

Computers and computer technology will play a vital role in our model. An in-school network will enable us to administer an individualized program and to closely monitor the progress of each student. The ability to monitor each student closely is a concern to teachers, students, and parents. Information retrieval, content review, and subject-specific computer-assisted learning activities will be important curriculum applications as disrected in the Ministry Memo #91 (87-02-02). The flexibility of our model will allow us to maximize and to explore a great variety of uses for computers for both administrative and curricular purposes. "High tech" is a part of our vision.

The staff at Westmount is very involved in the plans for "1990". They have researched the concepts involved and are involved in the on-going process of short and long-range goal setting to include development, implementation, and review. A staff Steering Committee will co-ordinate these plans and will be instrumental in developing an in-service program for staff. There is also an Advisory Committee which includes representation from Senior Management, Trustees, Parents, Students, Curriculum Supervisors, Staff, Administration, OSSTF, Feeder Schools, and Staff Development. The groups represented by these people have all received information about our plans and support has been sought and given. Involvement of these groups will be continued. A formal plan to evaluate our project has been devised.

PRINCIPAL'S REPORT

1987-88

A. Semester I - September, 1987 - January 1988 - end of Phase I.

I. HIGHLIGHTS - 2 teachers visit Calgary
- first meeting held with parents
- presentation to Development Committee of Board of Education for information
- plans begun to request that we be given support from Ministry of Education for Computer technology
- began project on Problem Based Learning
- began Adopt-A-School project with City of Hamilton and Hamilton - Wentworth Region
- project evaluation proposal designed
- decision is made for a Westmount Model
- Research Committees make final reports and recommendations

II. MEETINGS HELD

1. 1990 Advisory Committee
2. Planning Committee
3. Cabinet
4. Staff
5. Parents
6. Students
7. Feeder Schools
8. Senior Management
9. Board of Education
10. Ministry of Education
11. Curriculum Supervisors
12. SPECIFIC PROJECTS - a) Computer Technology
    b) Problem-Based learning
    c) Adopt-A-School
13. Presentations in-school and out-of-school

1. 1990 ADVISORY COMMITTEE

September 30/87

November 17/87

January 13/87 - met with Marguerite Edge
- planned process for Phase II

2. PLANNING COMMITTEE

September 16/87 - new members welcomed - Beth Jazvac, Ron Crawford
- set goals for the year

December 9/87 - shared decision re: Westmount Model and timelines

January 26/88 - Final Reports presented

3. CABINET

October 14/87 - update
- suggested videotaping crucial lessons

November 26/87 - importance of staffing emphasized
- procedure for transfer reviewed

January 7/88 - informed about Westmount Model
- each Department to be visited by mid-Feburary

4. STAFF

November 5,6/87 - John McCutcheon and Art Joosse visited Calgary

November 23/87 - Administration available all day for questions

December 3/87 - Staff Meeting
- report from John and Art re: Calgary
- feed back from staff re: preferred model
- preferred Bishop Carroll

December 4/87 - Met with Art Joosse, John McCutcheon, Gord Perrault, Jim Forrester, John Davis
- Took recommendation from staff and recommened Bishop Carroll Model for Westmount
- recommended full implementation for September 1990.

January 14/88 - Staff Meeting
- informed of Westmount Model
  - Timelines
  - Problem Based Learning Project
- began work on 1st Learning Guide

5. PARENTS

September 16/87	- Parents Steering Committee
	- Finalized plans for October 28
October 28/87	- Information Meeting #1
	- about 110 parents attended
	- information session followed by small groups for question gathering
	- 14 process consultants assisted
November 11/87	- parents' Steering Committee
	- summarized results of parents' meeting
	- shared reaction of trustees
	- Art talked about Calgary
	- set date for next meeting and format
January 13/88	- Parents' Steering Committee
	- confirmed format of next parents' meeting
	- showed video of Calgary

6. STUDENTS

November 13/87	- open meeting at noon
	- a group of students from Westview attended and a handful of Westmount Students

7. FEEDER SCHOOLS

September 15/87	- Joe Bjegovich (Westview Staff) asked if he could be a Liaison person - became a member of Advisory Committee.
January 7/88	- met with Georgina Paine, LRT, R.A. Riddell to explain 1990.

8. SENIOR MANAGEMENT

January 8/88	- met with Don Rothwell, our new Superintendent of Schools
	- updated him
	- made plans to go to Academic Council and to Board.

9. BOARD OF EDUCATION

November 5/87	- presentation to Development Committee
	- for information only
	- well received
	- invited back when plans more definite

10. MINISTRY OF EDUCATION

July /87	- met with Barbara Moore - re: grants
September 29/87	- met with Tom Tidy, Vincie Travalli - Student Retention Project
October 22/87	- heard from Barbara Moore
	- she is still working on our behalf

11. CURRICULUM SUPERVISORS

September 24/87	- attended their meeting
	- discussed Department Planning Sheets
	- updated them
	- asked for any possible assistance
October 22/87	- returned for questions and answers

12. A) COMPUTER TECHNOLOGY

September 17/87	- Computer Committee - 3 sub-committees - administrative uses, curriculum uses, networking - each to develop a plan.
September 18/87	- met with Gary Scott - A.T. & T.
October 1/87	- met with George Knill, Ministry of Education
	- possible support from Ministry of Education
November 24/87	- met with George Knill, Scotty Swanston and Ron Crawford
	- suggestions - arrange a trip to Cochrane - submit proposal to Ministry of Education after approval from Board received - align ourselves with Faculty of Education
January 6/88	- met with George Knill re: proposal to Ministry of Ed.
January 20/88	- met with Bob Harkness and Scotty Swanston to plan presentation to Computer Advisory Committee
January 22/88	- presentation to Computer Advisory Committee
	- we will be given our large lab next year with permission to use a different configuration ($67,000)
	- asked for a similar amount designated to Westmount over next 3 years - received approval for 2 years.

B) PROBLEM - BASED LEARNING

November 25/87	- met with Beth Jazvac Sheelagh Wood and Dr. Branda from McMaster
	- Dr. Branda willing to work with us towards a pilot project
December 11/87	- Dr. Branda came to Westmount and worked with 8 students for the afternoon to train them as tutors.

C) ADOPT-A-SCHOOL

October 8/87	- Raffaella Cowell (Human Resources) Lau Sage (City of Hamilton).
	- Sought support from City of Hamilton
December 15/87	- met with Raffaella Cowell

13. PRESENTATIONS IN SCHOOL AND OUT OF SCHOOL

September 25/87	- David Allen, OSSTF - shared progress and asked for support
October 16/87	- presentation to H.P.A.
October 23/87	- visit from Marianne O'Leary and her Superintendent, Toronto Separate School Board.
November 30/87	- presentation to "SWIM CLUB" - people in pools for Principal and Vice-Principal positions - Elementary, Secondary
January 20/88	- presentation to SEAC

B. SEMESTER II - February, 1988 - JUNE, 1988 - beginning of Phase II.

I. HIGHLIGHTS - Phase II began - Planning Committee became Steering Committee Research Committees were dissolved and 6 Design Teams formed.

- Each Department wrote and piloted at least one learning guide for 1 unit in 1 course.
- visit to Cochrane
- some support received for curriculum writing time
- formal approval received from the Board
- support from Computer Services for our Administrative Network
- positive outlook to becoming a Lighthouse School
- a detailed guide for a 2 year Department Plan developed
- priorities for 1988-89 in-service for curriculum and learning guide development
    - computer technology further developed
    - plan for building to be developed

II. MEETINGS HELD

1. 1990 Advisory Committee
2. Steering Committee
3. Cabinet
4. Staff
5. Parents
6. Students
7. Feeder Schools
8. Senior Management
9. Board of Education
10. Ministry of Education
11. Curriculum Supervisors
12. Specific Projects a) Computer Technology
    b) Problem - Based Learning
    c) Adopt-A-School
13. Presentations In-School and Out-of-School

1. 1990 ADVISORY COMMITTEE

February 17, 1988	- review parents meeting
	- plan student meeting
May 11/88	- discussed concern about communication with parents
	- during open houses at Feeder Schools have someone from Westmount present
	- students most difficult group to change

2. STEERING COMMITTEE

February 10/88	- all day meeting
	- identified tasks
	- established 6 Design Teams
	- clarified vision
February 22/88	- clarify task for this semester
March 9/88	- reports from Design Teams
	- plan for Staff Meetings - March 24, April 29.
April 12/88	- plan for P.A. Day
	- Staff Meeting - May 5
	- expectation for rest of semester
May 19/88	- plan for June 2 Staff meeting
	- plan for June 17 meeting
June 17/88	- presentation of reports of Design Teams
	- priorities for next year set
	- no change in target date for full implementation - September 1/88

3. CABINET

February 18/88	- encouraged to write a unit
	- reminded of Department visits
April 21/88	- announced approval from Board
	- presented plans for P.A. Day and role of Department Head
June 23/88	- reports of Curriculum Design Team and Administrative Design Team presented
	- Department Plan for next 2 years presented

4. STAFF

March 3/88	- Staff Meeting
	- Steering Committee presentation on Westmount Model, Learning Guide Checklist, Time Lines.
April 27/88	- met with Dave Rutter re: proposal concerning integrated course in music and drama
April 29/88	- Staff In-Service - all day
	- Student-Centered Curriculum
	- Student Evaluation Policy
	- Learning Guide Check List
	- Projecting Image of Department
May 5/88	- Staff Meeting
	- follow up to April 29
May 25/88	- Beth Jazvac, Sheelagh Wood visited Cochrane
June 2/88	- Staff Meeting
	- report from Cochrane

5. PARENTS

February 3/88	- Parents' Information Meeting #2
	- about 100 parents attended
	- report from Calgary
March 9/88	- Parents' Steering Committee
	- report on parents meeting and plan for future meetings
April 20/88	- Parents' Steering Committee
June 14/88	- Parents' Steering Committee
	- report on Cochrane visit - Beth Jazvac

6. STUDENTS

March 25/88	- invited any interested students to an open meeting in Library at noon (4 showed)
May 9/88	- Grade Assemblies - 1/each Gr. 9, 10, 11. What "1990" is and is not

7. FEEDER SCHOOLS

March 10/88	- presentation to Westview Staff
April 12/88	- presentation to R.A. Riddell Staff

8. SENIOR MANAGEMENT

February 17/88	- met with Don Rothwell to make plans for presentation to the Board
April 26/88	- met with Don Rothwell to get approval for trip to Cochrane
April 29/88	- met with Clare McKague re: curriculum writing money
June 20/88	- letter to P. Beveridge requesting curriculum writing money
July 11/88	- met with Don Rothwell, Keith Rielly, Bruce Mair to share Department Plan, Curriculum Design Team Report, Administrative Design Team Report, draft of presentation to Min. of Ed.
	- received approval for - Cabinet Day - Spring trip to Cochrane
	- received support for presentation to Ministry of Education

9. BOARD OF EDUCATION

March 1/88	- met with Trustees from our Ward - update
April 12/88	- presentation to Board of Education for approval
	- assisted by Don Rothwell, John McCutcheon, Art Joosse
	- approval received unanimously

10. MINISTRY OF EDUCATION

February 18/88	- met with Sheila Roy, Director of Curriculum Branch
	- she confirms we are on the right track
	- see section on Computer Technology for meetings with George Knill and Bill Mitchell

11. CURRICULUM SUPERVISORS

May 26/88	- went to their meeting
	- update
	- request for suppport in curriculum writing
June 7/88	- met with Chris Leibold (Media Services)
	- discussed video viewing equipment and personnel needs (e.g. technician)

12. a) COMPUTER TECHNOLOGY

April 22/88	- met with personnel from IBM re: 1990
	- met with George Knill to develop strategy for Minsitry involvement.
May 2/88	- met with Len Dixon re: Administrative network
May 9/88	- met with people from Computer Connections
May 13/88	- met with Gord Perrault, Scotty Swanston, Colleen Hycz (Computer Services) to discuss needs for marks system
May 22/88	- met with Bill Mitchell (Ministry of Education) Scotty Swanston, Beth Jazvac, George Knill
	- we are to prepare a proposal for Lighthouse money · to be presented to Bill Mitchell as soon as possible
July 4/88	- met with Scotty Swanston and Beth Jazvac to plan presentation
July 11/88	- met with Scotty Swanston and Beth Jazvac to finalize presentation

b) PROBLEM-BASED LEARNING PROJECT

March 25/88	- all day Workshop with Dr. Branda and Dr. Ferrier from McMaster
	- 10 teachers, 10 students
April 13/88	- follow-up meeting with staff
	- they feel this is a worthwhile approach
	- we will see about sending a couple to a workshop at McMaster to be trained so we can have our own in-house trainers

NOTE: I contacted McMaster, they were to send us notice of training sessions. They were not received.

c) ADOPT-A-SCHOOL

February 5/88	- our committee (John Weiss, Joanne Sinclair, Jacquie Feeney, Andy Robertson) met with City and Region committee.
March 1/88	- In-Service - to hear about other partnerships

The following meetings were held to plan the Kick-Off ceremony for September 27.

April 5/88

April 25/88

May 2/88

May 19/88

June 9/88

June 16/88

June 29/88

13. PRESENTATIONS-IN SCHOOL AND OUT-OF-SCHOOL

February 16/88	- letter to Michael Fullan to request a liaison with FEUT
February 19/88	- visit from Gary Helsby and 3 teachers from Waterloo
February 24/88	- presentation to OISE class (John Davis)
February 25/88	- presentation at OSSPC conference
April 11/88	- presentation to Association for Bright Children
April 19/88	- wrote to Tom Tidey with a propcsal for networking and Financial Assistance
April 27/88	- visit from Larry Marin, Acton High School
May 2/88	- visit from Jim Forrester and a School superintendent from England
May 5/88	- visit from Director, etc. from Wellington County Separate School Board
June 20/88	- met with Earl Park-Educon-re: evaluation of Cochrane Project
July 12/88	- presentation to Principal's Course, Part 1.

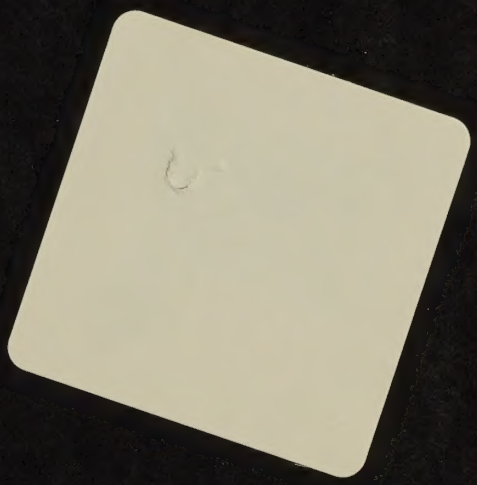
WESTMOUNT 1990

APPENDIX 3

Financial Implications:	1989	1990
Curriculum Writing, including Clerical Assistance:		
2 full-time equivalent teachers (1989)	$114,000	
0.6 full-time equivalent teachers (1990)		$34,000
Software	30,000	30,000
Supplies:		
(a) Instructional Supplies	30,000	20,000
(b) Small Equipment	8,000	8,000
Equipment:		
(a) Resource Centres and Library Study Carrels	18,000	21,000
(b) Other	35,000	43,000
Renovations:	50,000	t.b.d.
(a) Archways between rooms and counters		
(b) Auditorium balcony		
(c) Sliding doors in library		
	$285,000	$156,000

Other Considerations:

(a) Computer hardware on loan from supplier
(b) Learning Centre equipment on loan from supplier
(c) Computer Technician, Researcher funded by Ministry of Education



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